

English Home Language Grade 6

By:

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 Listening¹

ENGLISH HOME LANGUAGE

Grade 6

Module 1

LISTENING

LISTENING

EDUCATOR:

Tape a series of sounds in random order, so that when sequenced correctly, they will “tell” the story of a break-in.(e.g. dog barking; footsteps on gravel; broken glass; match being struck; drawers/doors opening and closing; alarm; running footsteps on gravel).Ask learners to close their eyes and listen carefully to the sounds.

Instructions

Your teacher will play a sound recording to which you must respond in the frame on the next page.

Close your eyes and listen carefully.

List the sounds you remember.

Listen once again.

Add to your list or make changes if necessary.

Decide what the sounds are “telling” you - what have you just witnessed with your ears?

Arrange the sounds in the order that the events would have taken place.

Check your ideas with those in your group.

SPEAKING

Set up a list of ten questions that you, as a detective, would ask a suspect brought in for questioning.

Use the next page for this purpose.

Hints

You know the answers to the questions relating to when the crime was committed, what the eyewitness saw, fingerprints found, etc.

Formulate your questions so that a YES or NO answer is impossible.

Make use of your voice to be authoritative.

LO 5.2.1	
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Table 1.1

¹This content is available online at <<http://cnx.org/content/m29584/1.1/>>.

Role-play

Working with a partner, take turns to be either the suspect or the detective.

LO 2.1.5	
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Table 1.2

Police Report

Using the information you put together from the sound effects on page three, write up a short report about the Break In. Keep the following in mind:

This is a formal report and therefore only the FACTS must be reported.

Make use of STATEMENTS only.

Be sure to use the proper PUNCTUATION.

LO 4.1.2	
----------	--

LO 6.2.5	
----------	--

Table 1.3

The house next door to the Smiths has just been burgled.

Grandma Smith called 10111 and when the policemen arrived, they wanted to find out what the robbers looked like. Sergeant Daniels asked Grandma Smith to circle the words in the list below that best described each robber.

ROBBER 1		ROBBER 2	
Height	tall short	Height	tall short
Hair	blonde dark curly straight long short	Hair	blonde dark curly straight long short
Eyes	blue brown slanted round almond-shaped	Eyes	blue brown slanted round almond-shaped
Nose	long short hooked flat broken	Nose	long short hooked flat broken
Ears	large small pointed pierced	Ears	large small pointed pierced
Clothes	neat scruffy dirty	Clothes	neat scruffy dirty

Table 1.4

All the words you have circled are called ADJECTIVES.

Mrs Smith arrived home to comfort Grandma Smith and to help the sergeant draw up a list of stolen items. The list needed to be precise. Choose adjectives from the list of words in column two, to make identification of the stolen goods easier.

LO 4.4.2	
----------	--

Table 1.5

Court Drama

STOLEN ITEMS	DESCRIPTION
An necklace	Rolex
An vase	emerald
A television	cheese
A painting	diamond
A watch	antique
A ring	Picasso
	Phillips

Table 1.6**EDUCATOR:**

Things to do if possible: Visit a courtroom. Invite a lawyer / magistrate / prosecutor to be part of the dramatisation. Watch a video of a courtroom drama, e.g. A Few Good Men.

Before you plan your scene, be sure you know who's who in the zoo!

Accused
Advocate
Defendant
Lawyer
Prosecutor
Witness

Table 1.7

Right! Now go ahead and practise your scene to present to the class.

LO 2.3.1	
LO 2.3.2	
LO 2.3.3	

Table 1.8**Unwritten Signature**

1. In 1431 a young woman declared to be a sorceress was burned at the stake in Rouen, France. The English judges who tried Jeanne d'Arc, the Maid of France, believed that only evil powers could have made her victorious at the head of the French army. Burning had been thought the proper death for witches and traitors for centuries.

2. But was it Joan of Arc who died at the stake? There are stories, with some records to support them, that Joan was alive for about twenty years after she was supposed to have been burned. She is said to have become the wife of Robert des Armoises, a knight of Lorraine, in the northeast corner of France.

3. In the 1900s the claim of Jeanne des Armoises could have been settled with no trouble. Nowadays anyone charged with a crime and put into prison is fingerprinted. If fingerprints had been recorded for Joan of Arc and had proved to match those of Jeanne des Armoises, her claim of identity would have been allowed. Had the prints not matched, Jeanne des Armoises would have been proved an impostor.

4. How can a person's identity be proved in this way? The answer is that no two people with identical fingerprints have yet been found. Scientists calculate that there is only one chance in millions of millions that two people might have identical prints.

5. Dactyloscopy (from the Greek *daktylos*, finger, and *-skopia*, observation) may be called a young science. But knowledge of fingerprint differences is very old. Thousands of years ago, the emperor of China marked his thumbprint on orders as proof of their authority. Diggers in modern Jordan found "signed" pottery made some three thousand years ago. The fingerprints on the wine jars and other clay items were so clear that the finders were able to sort out each potter's work. Through the centuries, and even today, people of the East have used fingerprint signatures. And Eastern practices, ancient and recent, led to the science of dactyloscopy in the West.

6. The two men who awakened European interest in the science of fingerprinting were Britons who were working in Asia. Both wrote reports that appeared in the magazine *Nature* in 1880.

7. The first report in *Nature* was by Henry Faulds, a Scot who was a medical missionary in Japan. Faulds had noticed fingerprint markings on ancient Japanese pottery. His curiosity about these led

him to experiment. By removing skin from fingertips and allowing it to grow again, he proved that the pattern for each finger was distinctive, unlike any other. He discovered that the clearest imprint resulted from using damp paper and a film of printer's ink. And, because he could imagine as well as observe, Faulds made an important suggestion: bloody finger marks at the scene of a crime might help the police to identify a criminal.

8. Sir William Herschel was the second Briton to report in *Nature*. He added more proof that fingerprints were unchangeable and distinctive. Working in Calcutta, India, Herschel had learned that Chinese coolies used fingerprint signatures. He applied their practice to Indian affairs. He required people receiving government wages or pensions to "sign" with the left thumb for each payment. He also began to register the prints of those sentenced to prison, to make sure that no impostor could be paid by the criminal to take his place.

9. Years of study in dactyloscopy followed the reports of Faulds and Herschel. But before their pioneer work led to widespread use of fingerprints as clues and evidence, an American writer had used them in a detective story.

10. A chapter in Mark Twain's *Life on the Mississippi*, written in 1883, told the story of a search for a murderer. A man had killed Karl Ritter's wife and daughter. Karl had the bloody prints of the man's right-hand thumb and fingers. From an old prison keeper Karl had learned of the fingerprint method of identifying an individual. He knew that the murderer was a soldier in a certain company of cavalry. Pretending to tell fortunes, Karl took fingerprints of the cavalymen until he found the prints that matched his clue.

11. The problem for police was often more difficult than that in Mark Twain's story. Unlike Karl Ritter, police did not always know the group to which a criminal belonged. They therefore had to have a collection of prints that they could depend upon. But a search through a collection for matching prints could be time-consuming; records had to be scientifically sorted and arranged. Science had to find a proper method of describing prints by their patterns of lines and ridges.

12. The search for a method went on through the 1880s. Faulds himself tried to find the way to make his suggestion useful. But two police officials finally solved the problem. Their solutions gave law forces everywhere a new and mighty weapon in the fight against crime.

13. The first man to devise a way of utilising this new weapon was Juan Vucetich, of Argentina. By 1891 he had worked out a system, using ten prints, to describe and group the patterns. He began the first collection of prints for police use. The next year his department proved that bloody finger marks on a doorpost were exactly matched by the prints of a woman who had accused a neighbour of murdering her two sons. Her trial for murder was the first of many cases settled by fingerprint evidence alone.

14. The second man to devise a system for classifying prints was Edward Henry, inspector-general of police in Bengal. His system worked so well that in 1899 India allowed for fingerprint evidence by written law – the first country to do so. Two years later, when Henry went to New Scotland Yard, his method had been approved in England. The fingerprint branch of Scotland Yard was the first of its kind in Britain.

15. Year by year during the 20th century, Vucetich's and Henry's systems spread. The radio network

of Interpol, the international police force with some eighty member nations, has developed methods of classifying that have made it easier to find matching prints in large collections. Machines as well as men work at searching for the prints.

16. Dactyloscopy has many uses today, but it has had its hardest impact as an aid to law forces. From the moment he commits a crime, a criminal must fear this modern science. Police are experts in finding and getting prints from the scene of the crime. Searchers in the filing systems can find any prints ever recorded. And at his trial, the criminal will see the law's respect for the evidence of an unwritten signature.

Questions & answers

How well did you read?

Highlight the answer you choose.

Did you get the facts?

1. Scientists claim that finding two people with the same fingerprints is

A impossible
B very unlikely
C fairly likely

Table 1.9

2. Henry Faulds, a pioneer in the science of fingerprints, discovered

A a system to group and sort fingerprints
B that each fingertip has a different pattern
C that the Chinese used fingerprint signatures

Table 1.10

Did you follow the sequence of events?

3. Faulds began to experiment with fingerprints after he

A had seen someone using ink and damp paper
B had found fingerprints at the scene of a crime
C had noticed them on ancient pottery

Table 1.11

4. The story that Mark Twain wrote appeared before

A Faulds' report in Nature
B Henry devised a classification system
C Herschel registered fingerprints of prisoners

Table 1.12

5. Juan Vucetich gave the law a new weapon to fight crime when

A he began a collection of prints for police use
B his prints were used by Scotland Yard
C Both A and B

Table 1.13

How well do you reason?

6. Faulds removed skin from fingertips because he wanted to know whether

A he would get a clearer print
B new patterns would grow back
C the skin could be grafted onto someone else

Table 1.14

7. That Herschel used people's thumbprint "signature" when they were paid shows his acceptance of the

A unchangeableness of fingerprints
B individuality of fingerprints
C both A and B

Table 1.15

Did you understand the author's purpose?

8. The author uses Joan of Arc to illustrate his point that fingerprinting would

A prevent miscarriages of justice
B settle cases of mistaken identity
C establish the ownership of property

Table 1.16

9. The author of this selection was trying to

A amuse the reader				
B inform the reader				
C persuade the reader				
LO 3.1.2		LO 3.8.2		

Table 1.17

Assessment

LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
2.1.5 develops factual and reasonable arguments to justify opinions;
2.3 uses appropriate body language and presentation skills:
2.3.1 does not turn back to audience;
2.3.2 varies volume, tone and tempo of voice for emphasis and effect;
2.3.3 reflects on own presentation and skills and tries to improve identified weaknesses.
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
3.8 understands and uses information texts appropriately:
3.8.2 selects and records relevant information appropriately;
3.9 interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
<i>continued on next page</i>

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
4.3 presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.4 uses language to think creatively:
5.4.2 invents and describes preferred results or endings;
5.4.3 hypothesises and offers alternatives when trying to solve a problem.

Table 1.18

Memorandum
 Identity Parade
 An emerald necklace
 An antique vase
 A Phillips television
 A Picasso painting
 A Rolex watch
 A diamond ring
 Court Drama

Accused	Charged with the crime
Advocate	one who pleads for another
Defendant	person accused
Lawyer	expert in law
Prosecutor	person who institutes legal proceedings against the accused
Witness	person giving sworn testimony

Table 1.19

Unwritten Signature
 B
 B
 C
 B
 A
 B

C
B
B

1.2 Reading²

1.2.1 ENGLISH HOME LANGUAGE

1.2.2 Grade 6

1.2.3 Module 2

1.2.4 READING

WHODUNNIT?

EDUCATOR:

Fingerprint everyone in the class, using an inkpad and then thumbprint on a class list that is photocopied and given to each learner. Randomly choose the “Thief” and paste that thumbprint in the THIEF block provided. The other three blocks are then filled with any two new prints and the “thief’s” prints.

Instructions

- Carefully examine the thief’s thumbprint. (A magnifying glass would help.)
- Note any unusual details.
- Carefully examine the thumbprints of the suspects.
- Make your decision – mark the matching print.
- Using the class list provided, name the “thief”.

LO 3.9	
--------	--

Table 1.20

White Powder

1 Shortly before World War II a rusted old freighter slid into its berth at a Baltimore pier, completing its long voyage from the Orient. Customs officers boarded the vessel to check the cargo and look for contraband. The search was the routine sort of thing that occurred every day at every major port in the United States.

2 An inspector hurried to the quarters of the crewmembers and began his rounds. He encountered nothing unusual until he reached one crewman’s cabin and found the door locked. He knocked on the door and a muffled voice asked, “Who is it?”

3 “This is the customs inspector,” the officer answered. “Open up!”

4 The door opened and there stood a middle-aged man with thinning hair and tattoos on his forearms. “There’s nothing in here,” the seaman said gruffly. “You’ll find everything on my declaration.”

5 “It’s a routine check,” the inspector said. “You’ve got nothing to worry about.”

6 The seaman made no move to stand aside. “I told you there’s nothing in here!” he insisted.

7 “Look, Mac,” the inspector snapped, “you’ve been through this sort of thing before and you know it’s got to be done. So let me get at it.” He pushed his way into the cabin.

8 On a table he saw a hypodermic needle. He picked it up and turned to the seaman. “Are you a junkie?” he asked. “Have you got any narcotics?”

9 The seaman’s face reddened with anger. “Of course not!” he exclaimed. “I wouldn’t touch the stuff.”

10 The inspector wasn’t impressed with the denial. That’s what they all said until you found their supply of narcotics.

²This content is available online at <<http://cnx.org/content/m23322/1.1/>>.

11 When he started to open a locker, the crewman said, "It's empty. I've already taken everything out."

12 The inspector watched the man's hands shake as he lit a cigarette. "Why don't you sit down and relax, mister?" he said. "I've just decided to take a good look around."

13 Slowly he went over the cabin. At last he pulled the locker away from the bulkhead and saw a small cotton bag, taped to the back of the locker. He yanked it loose and held it out toward the seaman. "What is this?"

14 The seaman made a grab for the bag: "Give that to me!" he shouted. "It's nothing that interests you."

15 The inspector opened the bag and saw that it contained a white powder that looked suspiciously like heroin. "Mister," he said, "if this is heroin, you're in trouble."

16 "It's not heroin," the seaman replied sullenly.

17 "If it isn't heroin," the inspector asked, "then what is it? Why did you hide it behind the locker? What are you trying to hide?"

18 The seaman remained silent.

19 "You are not to leave this ship until I have an analysis of this powder," the inspector ordered. "Do you understand?"

20 The seaman nodded. The inspector left the cabin and went to the ship's captain to explain the situation. He requested that the seaman be detained on the freighter pending a chemical test of the powder.

21 "It looks like heroin," the inspector said. "If it is, we'll have to take him into custody."

22 "How long will it take to make this test?" the skipper asked. "We're sailing tomorrow afternoon, and if this man is in trouble, I'll have to take on another seaman."

23 "We should know the results before you sail," the inspector said. "I'll be in touch with you."

24 The sack of powder was sent to the Baltimore customs laboratory with an urgent request for a quick test, the results of which turned out to be negative: the white powder was not heroin.

25 When the inspector heard the results, he immediately called the chemist who had performed the test. "I just can't believe that report you made on the powder I seized from the seaman," he said. "If ever I saw a guilty man, this one is guilty. Would you mind running another test?"

26 "I'm sure the report was correct," replied the chemist, "but if it will make you feel any better, I'll run another test."

27 "It certainly would," said the inspector.

28 And so a second test was run, but again the results were negative. This second test not only proved that the white powder wasn't heroin; it also proved the powder contained no narcotics of any kind.

29 "Well, if it isn't heroin and it isn't any other type of narcotic, what is it?" asked the inspector when he heard the results.

30 "I don't know, but I've got a pretty good hunch," answered the chemist. "I'll run a third test and let you know."

31 When the chemist completed his testing the next morning, he phoned the inspector. "Your man was carrying a sugar substitute called saccharine," he said.

32 The inspector returned to the ship to have the seaman freed from detention and to question him further. "The powder wasn't heroin," he said, "It was saccharine. I'd like to know one thing. Why did you make such a big mystery of it?"

33 The seaman at last disclosed that he was a diabetic - a person whose system cannot properly absorb sugar - and that for months he had kept this fact from his shipmates and from the ship's officers. He gave himself insulin shots secretly and used saccharine instead of sugar in his coffee. He had been fearful that if anyone aboard the ship learned he was a diabetic, he would be barred from going to sea - a fear that he was to learn was entirely groundless.

Questions & answers

How well did you read?

Do you remember why?

1. Customs officers searched the freighter because

A someone had tipped them off
B the captain was a known smuggler
C neither A nor B

Table 1.21

2. The chemist ran a second test on the white powder because the

A customs inspector asked him to
B results of the first test were inconclusive
C seaman didn't believe the results

Table 1.22

3. The sailor didn't want anyone to find out about the white powder because he feared he'd be

A laughed at
B sent to jail
C barred from going to sea

Table 1.23

4. The customs inspector first assumed the seaman took narcotics when he saw

A a bag of white powder
B a hypodermic needle
C neither A nor B

Table 1.24

How careful was your reading?

5. The customs inspector found the white powder

A under a mattress
B on top of a table
C behind a locker

Table 1.25

6. The white powder turned out to be

A insulin
B heroin
C saccharine

Table 1.26

7. The sailor was taking this powder because he was

A a dope addict
B an alcoholic
C a diabetic

Table 1.27

What did the writer say?

8. When confronted with the hypodermic needle, the sailor

A denied being a junkie
B broke down and confessed
C tried to jump overboard

Table 1.28

9. The customs inspector felt certain that the sailor was

A guilty
B innocent
C insane

Table 1.29

How observant are you?

10. What did the seaman do that raised the inspector's suspicion?

11. What are some body language signals that could give liars away?

LO 3.8.2	
----------	--

Table 1.30

1.2.5 Assessment

LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
<i>continued on next page</i>

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WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
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4.3 presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;
4.4.2 sentence level;

Table 1.31

1.2.6 Memorandum

Answers to **White Powder**?

1. C
2. A
3. C
4. B
5. C
6. C
7. C
8. A
9. A
10. The seaman would not let the inspector into his cabin.
11. red face, gruff / mumbled answers, shaking hands, sweating.

1.3 Using better verbs³

1.3.1 ENGLISH HOME LANGUAGE

1.3.2 Grade 6

1.3.3 Module 3

1.3.4 USING BETTER VERBS

In your writing, like MISSION IMPOSSIBLE, always try to use the best verb you can. From the box below, select the most suitable verbs to replace the word ‘went’ in the sentences that follow. You may use each verb once only.

toddled whirled limped marched sped galloped plunged sneaked waddled

1. The injured rugby player *went* from the field.
2. The car *went* through the red lights.
3. The stallion *went* across the fields.
4. The duck *went* into the water.
5. The helicopter *went* across the sky.
6. The small child *went* into the next room.
7. The thief *went* out of the room.
8. The diver *went* into the water.
9. The soldiers *went* through the city.

What TENSE is indicated by these verbs?

SUITABLE VERBS

Try your hand at inserting suitable verbs into these short sentences. The first one has been done for you.

A mechanic *repairs* cars.

A detective *crimes*.

A surgeon *operations*.

An author *books*.

A host *guests*.

A botanist *plants*.

LO 4.4.1	
----------	--

Table 1.32

Instructions

- Now that you have sharpened your VERB skills, put them to use creatively on page 25.
- Write an original story entitled MISSION IMPOSSIBLE, making use of as many clever verbs as possible. Your brilliant choice of verbs should help to create the atmosphere you desire. (Remember that I have seen Tom Cruise in the movie “Mission Impossible”, so do not tell me that story again). Pay special attention to working neatly.

³This content is available online at <<http://cnx.org/content/m23323/1.1/>>.

WORD CHOICE	Specific and accurate; Expressive and appealing	Language is functional, but lacks punch. Writer uses familiar words and phrases. Attempts colourful language.	Writer struggles with limited vocabulary; Words are used incorrectly.
ASSESSMENT			
DATE & SIGNATURE:			

Table 1.33

LO 4.1.1		LO 4.3	
----------	--	--------	--

Table 1.34

Crime stop

13 crimes have been committed in the sentences below! Be a language detective and “**spot**” them with your highlighter. Send them to “**correctional services**” and rewrite the sentences correctly.

1. Cynthia had such a pane in her heal it maid her grown.
2. Fred was so greedy he ate a hole current cake without offering anyone else a peace.
3. Tom had such huge mussels he could lift too cars with his bear hands.
4. The drunkard spent the night in a prison sell and was find for using fowl language.

HOMOPHONES= Words which _____-the
_____, but are spelt differently.

LO 4.4.1	
----------	--

Table 1.35

CRIME BUSTERS
Terminology

WORDS	DEFINITIONS
Alibi	
Arrested	
Bribe	
Classify	
Criminal	
Criminologist	
Customs inspector	
Dactyloscopy	
Evidence	
Gangsterism	
Guilty	
Homicide	

Table 1.36

Identify	
Interpret	
Investigator	
Jury	
Mystery	
Narcotics	
Suspect	
Testify	

Table 1.37

LO 6.2.1	
----------	--

Table 1.38

Try this if you dare
Mission Impossible?

There are two secret agents, 005 and 007. Each is trying to get his own top scientist out of Slobodia. Agent 005's man is Dr C. Hoo Dares; 007 is watching Dr B. A. Fraid. To get out of Slobodia secretly they must cross the Purple River, or they will be caught. No one can swim.

A small boat awaits them, hidden along the Slobodian riverbank. The problem is it will carry only two people at a time! To complicate matters, neither scientist dares to be with the other's agent because science is so hush-hush. (Of course, it is all right when his own agent is there.) For instance, Dr Dares couldn't possibly row across the river alone with 007.

Your task is to say how the agents managed to get the scientists across the river.

Hint : five crossings from bank to bank should complete the mission.

Let's see which group is the first to come up with the solution.

LO 5.4.2	
LO 5.4.3	

Table 1.39

FOOT CASTS

Do this with your partner.

Make a plaster cast of a distinctive shoe print to use as an exhibit in a court case. Write clear instructions for the procedure and demonstrate it to the class.

LO 4.1.2	
----------	--

Table 1.40

1.3.5 Assessment

LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
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4.4.2 sentence level;
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.4 uses language to think creatively:
5.4.2 invents and describes preferred results or endings;
5.4.3 hypothesises and offers alternatives when trying to solve a problem.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.2 works with sentences:
6.2.1 uses subject-verb concord;
<i>continued on next page</i>

6.2.5 uses punctuation correctly (e.g. comma to separate subordinate clause from main clause).

Table 1.41

1.3.6 Memorandum

Using Better Verbs

1. limped
2. sped
3. galloped
4. waddled
5. whirred
6. toddled
7. sneaked
8. plunged
9. marched
10. past tense

Suitable Verbs

A detective **solves** crimes.
 A surgeon **performs** operations.
 An author **writes** books.
 A host **entertains** guests.
 A botanist **studies** plants.

Crime Stop

1. pain heel made groan
2. whole currant piece
3. muscles two bane
4. cell fined foul

Words which **sound** the **same**, but are spelt differently.

Crime Busters

WORDS	DEFINITIONS
Alibi	plea that when the alleged act took place one was elsewhere
Arrested	legally seized
Bribe	persuade someone to do something dishonest for you
Classify	arrange in groups
Criminal	person guilty of crime
Criminologist	person who studies crime
Customs inspector	person who investigates goods
Dactyloscopy	study of fingerprints
Evidence	facts available as proof
Gangsterism	practising violence in a group
Guilty	having committed offence
Homicide	committing murder
Identify	recognise / establish identity
Interpret	explain (words or dreams)
Investigator	person who inquires or examines
Jury	body of persons who give verdict in court
Mystery	inexplicable matter
Narcotics	drugs
Suspect	person believed to be guilty
Testify	bear witness

Table 1.42**Try This If You Dare**

- 5 = 005
 - 7 = 007
 - D = Dr C Hoo Dares
 - F = Dr B A Fraid
-
- D and F row across the river;
 - D stays on the far bank;
 - F rows back and gets off;
 - 5 and 7 row over to meet D and 5 stays with D;
 - 7 rows back and fetches F.

Chapter 2

Term 2

2.1 Word search¹

2.1.1 ENGLISH HOME LANGUAGE

2.1.2 Grade 6

2.1.3 Module 4

2.1.4 WORD SEARCH

1. H appy thought

Happy thought

The world is so full of a number of things
I'm sure we should all be as happy as kings.

Robert Louis Stevenson

Figure 2.1

Isn't it strange that some things that you take for granted, like ice-cream and spaghetti, have a 'story behind the story'? Did you know, for example, that spaghetti, which the majority of people think of as truly Italian, is in fact of Chinese origin? Marco Polo brought it back to Italy from his trips to China.

Now listen to this carefully so that you can choose the best answer afterwards. Your educator will read the piece to you.

What to do

- Listen
- Have your pen close at hand, but not in your hand.
- Be ready to answer the moment your educator starts asking the questions.
- Write just the correct letter (A, B, C, or D) as your choice of answer.

¹This content is available online at <<http://cnx.org/content/m23325/1.1/>>.

For the educator: The following passage should be read aloud.

Amazing food: ICE CREAM

Most Americans think that ice cream is as American as baseball and apple-pie, but ice cream was known long before America was discovered.

The Roman Emperor Nero may have made a kind of ice cream. He hired hundreds of men to bring snow and ice from the mountains. He used it to make cold drinks. Traveller Marco Polo brought back recipes for chilled and frozen milk from China.

Hundreds of years later ice cream reached England. It is said that King Charles I enjoyed the treat very much. There is a story that he bribed his cook to keep the recipe for ice cream a royal secret.

Today ice cream is known throughout the world. Americans alone eat more than three billion quarts a year.

Questions

1. The piece says that most Americans
 - A think that ice cream is very new
 - B think that ice cream was an American idea
 - C know that ice cream is very old
 - D do not know what ice cream is
 2. The Roman emperor Nero hired men to
 - A make ice cream for him
 - B bring ice cream from China
 - C guard the secret of ice cream
 - D bring ice to cool his drinks
 3. Marco Polo is known as
 - A a Roman emperor
 - B the inventor of ice cream
 - C a royal cook
 - D a traveller to China
 4. Most Americans think that ice cream is as American as
 - A hockey and bubblegum
 - B rugby and braaiivleis
 - C baseball and apple-pie
 - D chess and frozen milk
 5. Charles I of England wanted to
 - A make ice cream popular
 - B keep the secret of ice cream to himself
 - C develop new kinds of ice cream
 - D bring ice cream recipes from China
 6. More than three billion quarts of ice cream have been eaten
 - A by Americans in one year
 - B all over the world in one year
 - C since the time of Nero
 - D since America was discovered
- Answers to ice-cream questions

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

Table 2.1

2. Lands and Links

Be a traveller like Marco Polo and link each familiar object or symbol with its country of origin. Place the correct letter, labelling each picture, next to the object/symbol.

Object/ symbol	Letter
Big Ben	
Gelato	
Kangaroo	
Kilt	
Rising sun	
Taj Mahal	
Kiwi	
Sphinx	
Shamrock	
Chopsticks	

Table 2.2

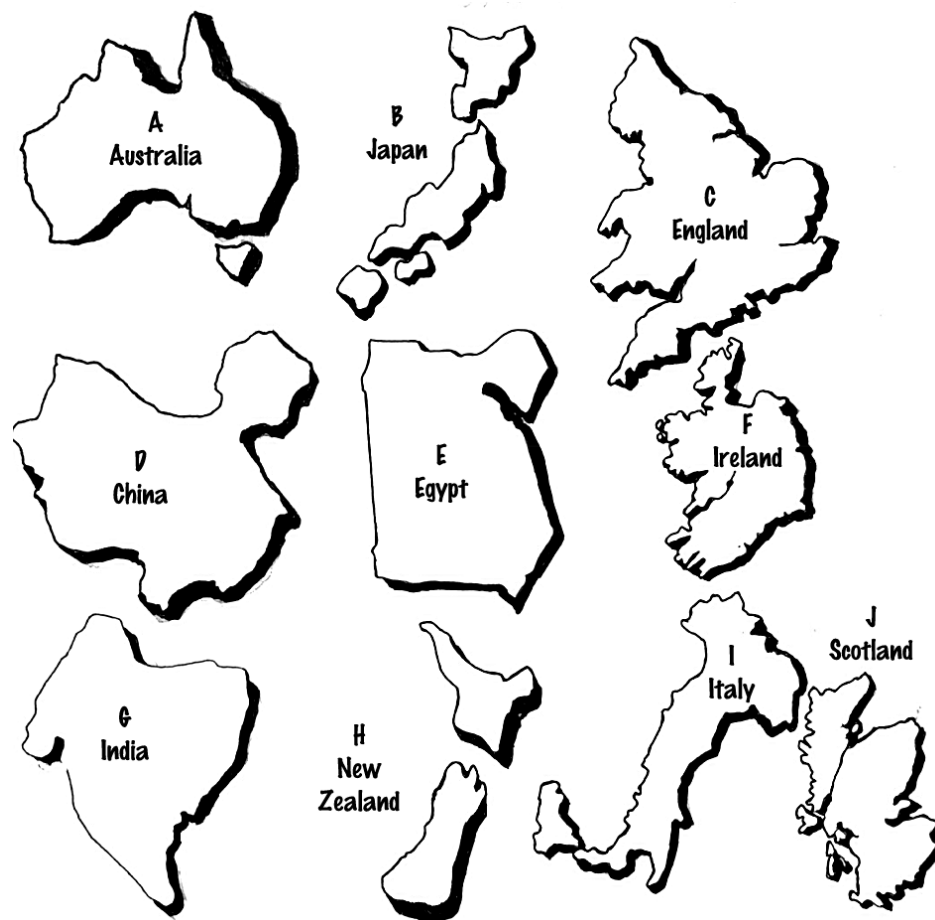


Figure 2.2

LO 5.3.1	
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Table 2.3

3. The human body as a building

The human body is a wonderful and complicated structure. We could compare it to a car, a computer or a building. But let us compare it to a factory to get a good idea of how some of its main functions work.

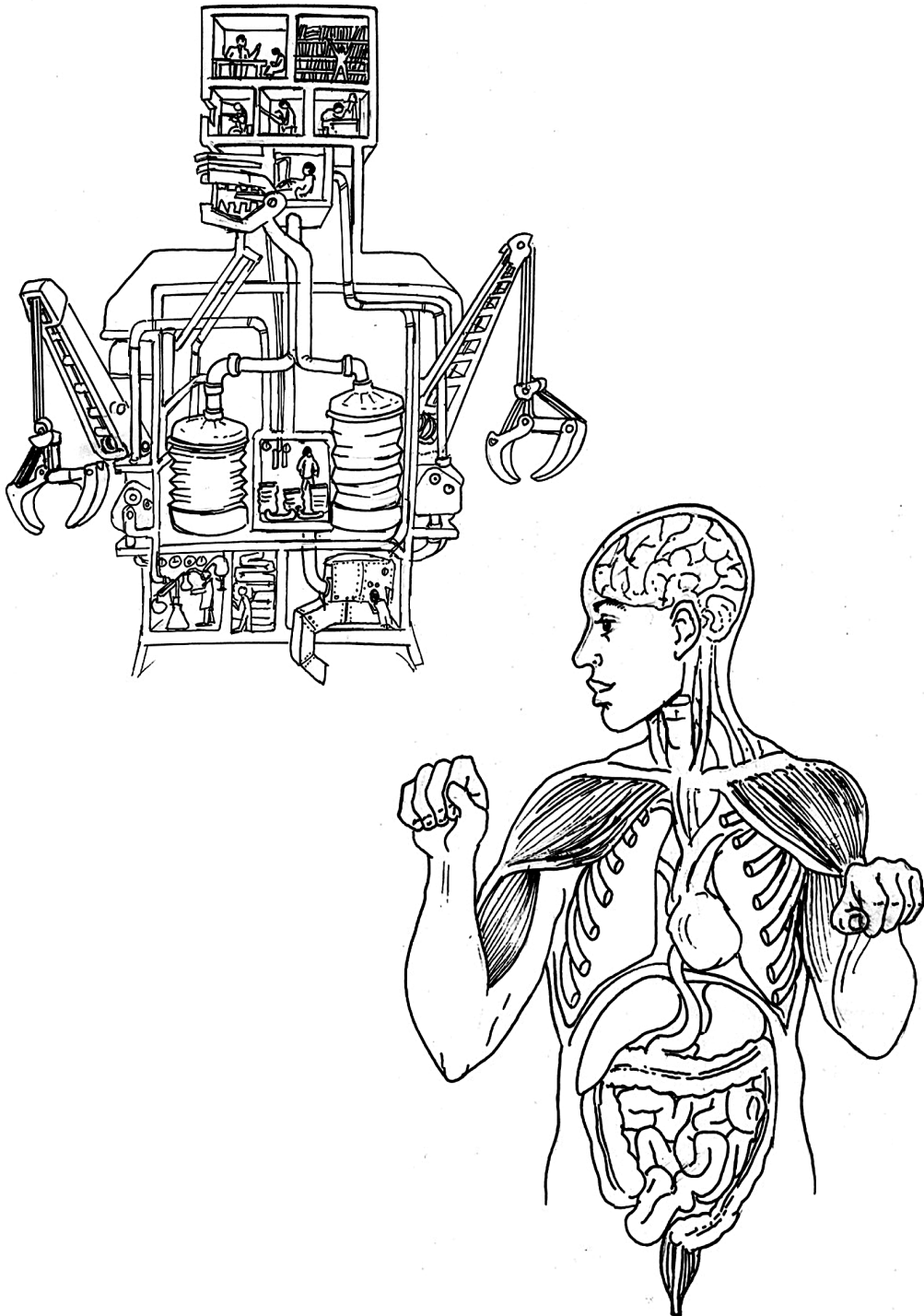


Figure 2.3

The human body as a building:

A. Compare the two diagrams on page 4 and answer these questions, writing in full sentences.

1. Which part of the human body is shown as the eyes in the building?
2. Which parts of the human body can be compared to pumps?
3. Which room in the top of the building represents the memory?
4. Which part of the human body is shown in the building as the cable carrying wires to all parts?
5. What do the bellows in the building and the lungs in the body have in common? Try to mention at least two things.

B. Play the alphabet game to make a WORD SEARCH of your own. There may not be less than SIX words in your game. Either choose a letter from the alphabet and write down as many parts of the body beginning with that letter as you can think of, or work through the alphabet trying to find a part of the body that begins with each letter.

LO 3.8.2	
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Table 2.4

Use your own paper to design your own word search game.

C. Look at the picture of the human skeleton on page 8 and answer the following questions.

1. Where is the humerus?
2. What is another name for the kneecap?
3. What would you have broken if your clavicle were fractured?
4. What is the name of the longest bone in the body?
5. Why do you think Elvis Presley was nicknamed ‘Elvis the Pelvis’?
6. When accidentally knocking the elbow hard against something, people say they have hit their ‘funny bone’. Why do you think they call it the funny bone? (Remember to refer to the drawing of the skeleton.)

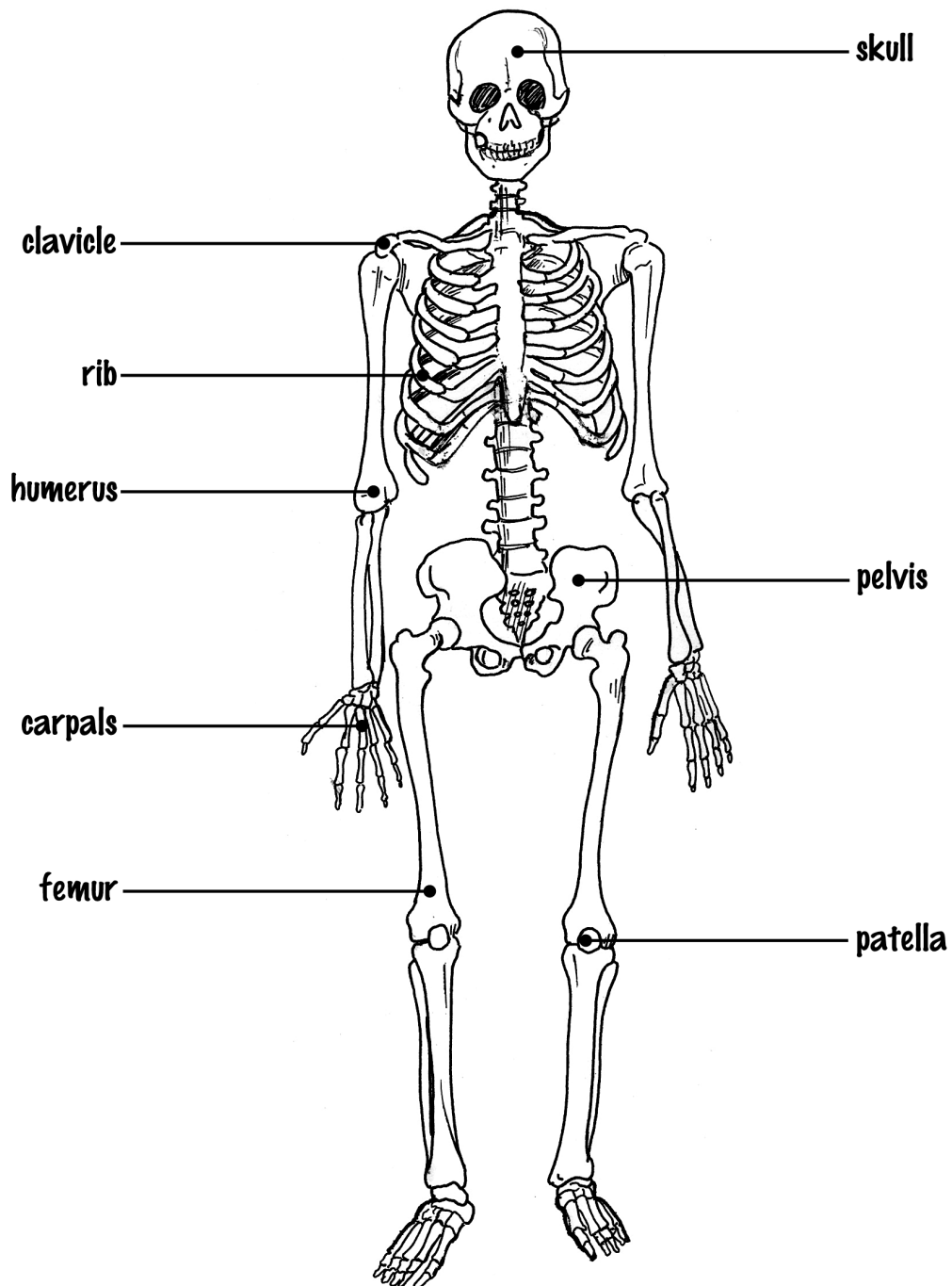


Figure 2.4

Table 2.5

2.1.5 Assessment

Learning Outcomes(LOs)
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
3.7 identifies and critically discusses cultural and social values in texts:
3.7.3 discusses the diversity of social and cultural values in texts;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
3.9 interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.3 processes information:
5.3.1 categorises and classifies information and can explain what these processes entail, giving examples from different learning areas;

Table 2.6

2.1.6 Memorandum

2.1.6.1 1.Happy thought

1. B
2. D
3. D
4. C
5. B
6. A
2. Lands and Links

- Big Ben C
- Gelato I
- Kangaroo A
- Kilt J
- Rising sun B
- Taj Mahal G
- Kiwi H
- Sphinx E
- Shamrock F
- Chopsticks D

3. The human body as a building: questions

A.

1. windows
2. heart
3. library / filing office
4. The nervous system.
5. The bellows (i) pump out the stale air and (ii) draw in fresh air.

C.

1. the elbow
2. patella
3. collarbone
4. femur
5. He gyrated his pelvis when he sang.

6. If you knock it accidentally it produces a “funny” tingling feeling. It makes you grimace (makes you seem to laugh while you are actually expressing pain).

2.2 Choosing the correct words²

2.2.1 ENGLISH HOME LANGUAGE

2.2.2 Grade 6

2.2.3 Module 5

2.2.4 CHOOSING THE CORRECT WORDS

1. Seven great wonders

The Egyptian master-builder, Imhotep, built the first pyramid for his Pharaoh, Zoser, in C. 2778 B.C. The Great Pyramids of Giza – the only one of the Seven Wonders of the Ancient World still to be seen, later dwarfed it. Each pyramid is made up of 2.3 million blocks of stone, weighing about 5,7 million ton in total. Khufu’s Pyramid, also known as Cheops, the biggest of them all, was originally 147 m high (it is now 137 m).

The other six wonders were much smaller than the Great Pyramids. But each, built between 600 and 270 B.C, was a spectacular achievement of engineering and art for its time.

Read more about these and other wonders in the amazing book *The Big Book of Man-Made Wonders* by Brian Williams, published by Hamlyn.

Take a careful look at the words in the table above and then match them to the buildings shown on the following page.

²This content is available online at <<http://cnx.org/content/m23326/1.1/>>.

Answer	Building	Answer	Building
	Stonehenge		Eiffel Tower
	Skyscraper		Pyramid
	Observatory		Sydney Opera House
	Statue of Liberty		Leaning Tower of Pisa

Table 2.7

Write your answers in the space provided by choosing the correct letter to match the words in the table.

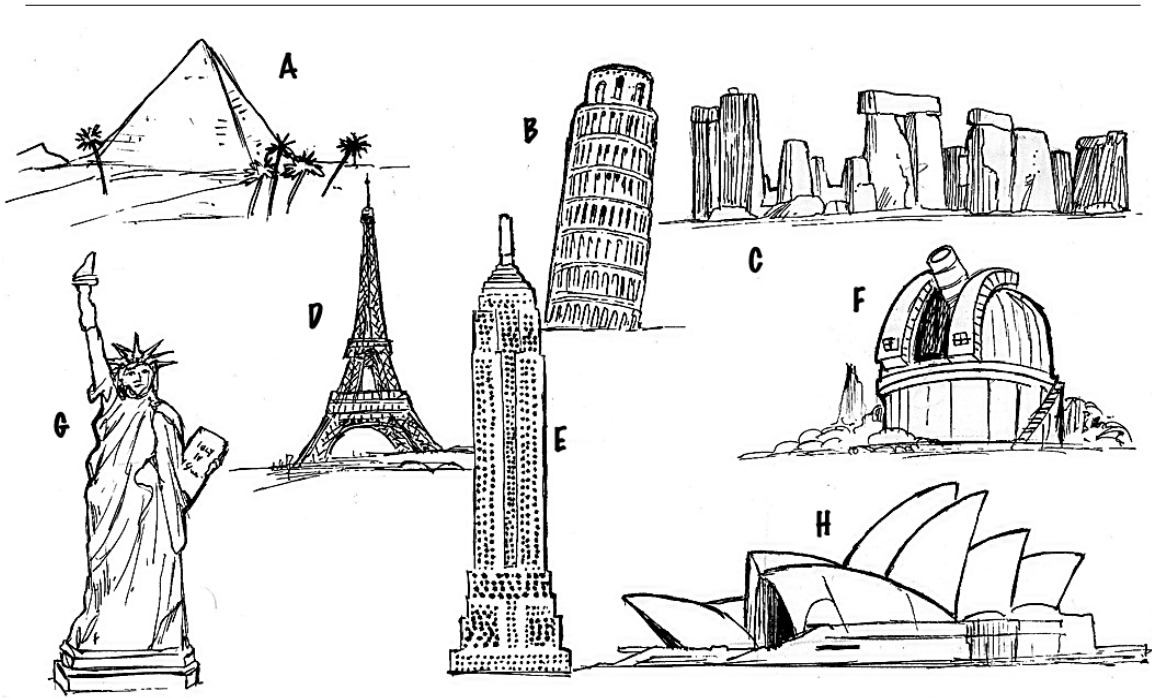


Figure 2.5

LO 3.8.2	
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Table 2.8

Now complete the sentences below by writing the correct ‘building’ words in the space provided.

- _____ is the most famous prehistoric monument of standing stones and is found on Salisbury Plain in England.
- The _____ was built for the 1889 Paris Exhibition to commemorate the 100th anniversary of the start of the French Revolution.
- Manhattan Island in New York City has more _____ than any other city section in the world.

4. From toe to torch the _____ is 46 m tall and beneath her flowing robes is a steel frame designed by Gustav Eiffel.

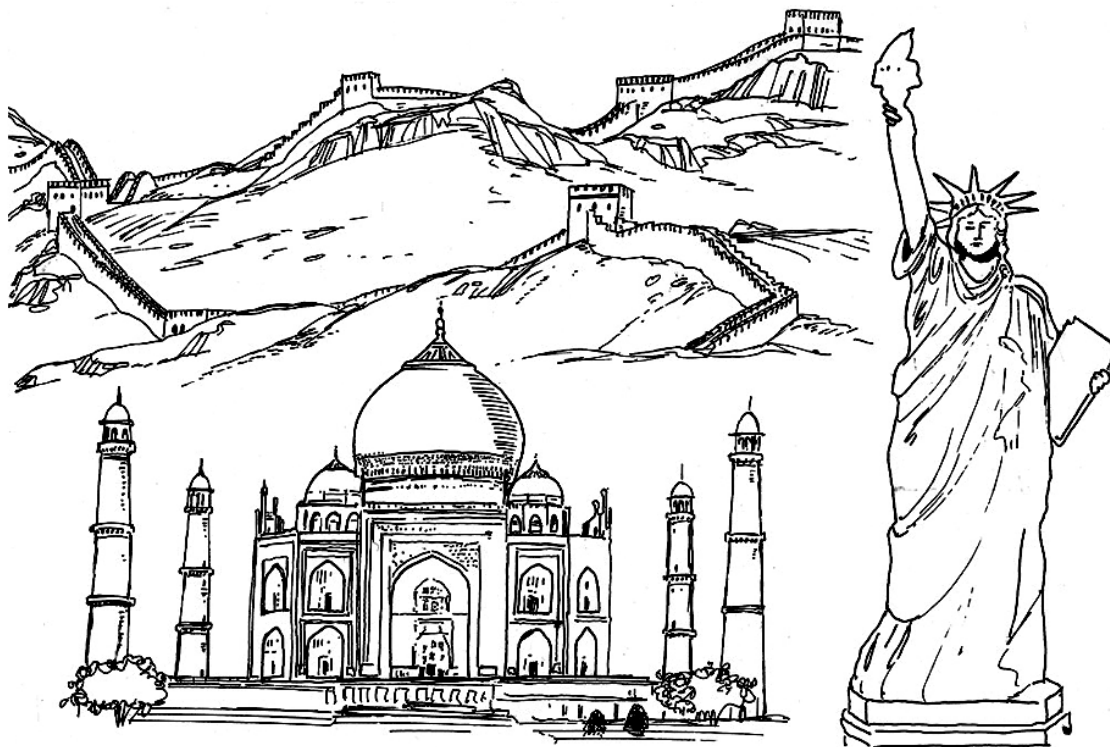


Figure 2.6

17

Figure 2.7

Read the three pieces about MAN-MADE WONDERS that follow.

What you need to do

- After reading each one, highlight the main idea in each paragraph.
- Write a summary of each piece answering the following questions: what? where? who? why? amazing?

LO 3.8.1	
----------	--

Table 2.9

2. Amazing buildings

View from the moon

The Great Wall of China is the longest structure ever built. It is made up of stone walls and earthworks, and with branches at various points, may once have been 9 000 km long. Most of the basic wall is a stone rampart 9 m high with a road along the top. Every 60 m or so there is a watch tower 12 m high, from where guards lit fires to send signals along the wall.

The Great Wall of China was built to guard against attacks by Turkic and Mongol tribesmen in the third century B.C. The Chinese call it the longest graveyard in the world because of the approximately one million convicts who died during its construction.

The Great Wall of China, most stupendous structure ever built by man, is the only man-made object that can be seen from the moon with the naked eye!

..... because I love you

In 1629 Mumtaz Mahal, favourite wife of the Mogul ruler of India, died in childbirth. The emperor Shah Jahan ordered the most beautiful tomb in the world for his wife.

Twenty thousand labourers and artists worked for 20 years to complete the Taj Mahal. The domed building is of white marble, resting on a red sandstone platform. At each corner is a minaret 40 m high. The Taj Mahal is often called the most beautiful building in the world. Many tourists from all over the world go to see its beauty. Each of the building's four faces is identical and quiet pools reflect its perfect proportions.

The dome rises almost 61 m above the floor. Below this is the vault in which Shah Jahan and his wife are buried. The Shah rests in peace beside his beloved wife.

We're going to America!

Auguste Bartholdi, a Frenchman, designed the Statue of Liberty. Inside the beautiful lady is a steel framework designed by Gustav Eiffel, also a Frenchman, who designed the Eiffel Tower.

The face of Liberty is that of sculptor Auguste Bartholdi's mother. The flowing robes are made of 300 copper sheets and inside the statue is a spiral staircase with 142 steps. At the top, the observation platform in Liberty's crown can accommodate up to 20 people. Her glowing torch is 6,4 m high and from toe to torch the statue is 46 m tall. It is hollow inside, while the iron frame is strong but flexible. It allows the statue's copper skin to react to wind and change of temperature without putting the ironwork under stress. The statue has given many immigrants their first sight of the New World.

The Statue of Liberty is probably the world's most famous statue and stands on Liberty Island in New York Harbour.

LO 3.1.2	
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Table 2.10

Amazing buildings: summaries

Remember to answer the questions **WHAT?WHERE?WHO?WHY?** and **AMAZING?**

View from the moon

Because I love you

We're going to America!

LO 3.7.3	
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Table 2.11

Wow! By now you must be thinking, "What an amazing world we live in!" And we haven't really even begun to talk about NATURE or IMAGINATION!

Now put your heads together and get more than dandruff!

What?

- Make a group decision about what amazing MAN-MADE WONDER your group will research. It may be one of the wonders already mentioned in this module, or any other.
- Give each member a specific task, e.g. pictures/books/Internet info.
- Plan your presentation. EVERY member must have a chance to speak.
- You may make a poster or have pictures/photos to pass around.
- Just a suggestion: you might like to play some music in the background, e.g. Italian music for *Leaning Tower of Pisa*.
- Give an AMAZING presentation to the class. (Minimum 3 minutes – maximum 4 minutes.)

LO 2.2.1	
LO 2.2.2	
LO 2.2.3	

Table 2.12

2.2.5 Assessment

LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes;2.1.2 uses language for creative and imaginative self-expression (e.g. poems, response to music);2.1.4 asks and responds to challenging questions;2.2 applies interaction skills in group situations;2.2.1 follows conventions for appropriate interaction in group work;2.2.2 gives balanced and constructive feedback;2.2.3 shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples);
Learning Outcomes(LOs)
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
<i>continued on next page</i>

3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
3.7 identifies and critically discusses cultural and social values in texts:
3.7.3 discusses the diversity of social and cultural values in texts;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
3.9 interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.

Table 2.13

2.2.6 Memorandum

4. Seven great wonders

Answer	Building
C	Stonehenge
E	Skyscraper
F	Observatory
G	Statue of Liberty
D	Eiffel Tower
A	Pyramid
H	Sydney Opera House
B	Learning Tower of Pisa

Table 2.14

1. Stonehenge
 2. Eiffel Tower
 3. skyscrapers
 4. Statue of Liberty
 5. Amazing buildings: summaries
- a) View from the moon

- Great Wall of China

- China
- Chinese emperors
- To guard against attacks by Turks and Mongols
- Can be seen from the moon with the naked eye.

- b) Because I love you...

- The Taj Mahal
- India
- Emperor Shah Hahan
- As a burial vault for his beloved wife
- Often described as the most beautiful building on earth

c) We're going to America!

- Statue of Liberty
- Liberty Island in NY Harbour
- Designed by Auguste Bartholdi
- Statue (expresses idea of freedom)
- (Probably) world's most famous statue.

2.3 Making riddles³

2.3.1 ENGLISH HOME LANGUAGE

2.3.2 Grade 6

2.3.3 Module 6

2.3.4 MAKING RIDDLES

1 . Let's make funny riddles!

Match the questions and answers to make funny riddles. Write the correct letter with the question.

Questions	Answers
1. How do you know the sea is your friend?	A. A palm
2. What did the road say to the bridge?	B. Because their horns don't work.
3. What kind of tree do we all have on our hands?	C. It waves.
4. What is the smartest creature in the world?	D. Water
5. What eight-letter word has one letter in it?	E. A coin
6. Why is a tree like a dog?	F. "You make me cross!"
7. What has a head and a tail, but no body?	G. Heat, because you can catch a cold.
8. What can run, but cannot walk?	H. A snake, because nobody can pull its leg.
9. Why do cows wear bells round their necks?	I. An envelope
10. Which can move faster, heat or cold?	J. They both have a bark.

Table 2.15

³This content is available online at <<http://cnx.org/content/m23327/1.1/>>.

LO 2.1.2	
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Table 2.16

I'm sure you have some other riddles of your own in that amazing brain of yours. Write them down and supply the answers. Read them to your friends.

Okay, now that your brain has warmed up a bit, see how you cope with these.

LO 5.4.4	
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Table 2.17

2 . A mazing mind ticklers

Work with a partner and decide what your answers are. Write down very briefly in the spaces provided.

1. While standing on a hard wooden floor, how could you drop an egg 90 cm without breaking its shell? Nothing must be used to cushion the fall.

2. A little Eskimo and a big Eskimo are walking in the snow. The little Eskimo is the big Eskimo's son. The big Eskimo is not the little Eskimo's father. Who is the big Eskimo?

3. How can you throw a ball with all your might, and make it stop and come straight back to you without hitting a wall, or any other obstruction, and without having anything attached to it?

4. A set of ten books is arranged in an orderly way on a shelf. Each book has 100 pages, making 1 000 pages altogether. A worm, starting on page 1 of the first book, eats his way through to page 100 of the last book. How many pages has he eaten?

5. What is the smallest number of ducks that could swim in this formation: two ducks in front of a duck, two ducks behind a duck, and a duck between two ducks?

LO 5.4.3	
----------	--

Table 2.18

Makes you think, doesn't it? ! Now try these on your own.

1. What fruit has its seeds on the outside?

2. Why does it take longer to hoist a flag to half-mast than to hoist it to the masthead the usual way?

3. All over the world the letters SOS are used as an urgent call for help. What do the letters stand for?

4. What bird can run faster than a horse and roar like a lion, but cannot fly?

5. Why does "love" mean "nothing" in a tennis score?

Talk about everyday things that are quite AMAZING when you take time out to think about them! Now discuss your answers within your group and then as a class. Your educator will supply you with the correct amazing answers once you have given your grey cells some stimulation!

LO 2.1.4	
----------	--

Table 2.19

Now you need to use your drum, hammer, anvil, stirrup and snail for the next exercise. WHAT? I mean you need to use your EARS to LISTEN. (Take a look at books about your body or ask your doctor to show you what the inside of your ear is all about. You are sure to find it quite amazing.)

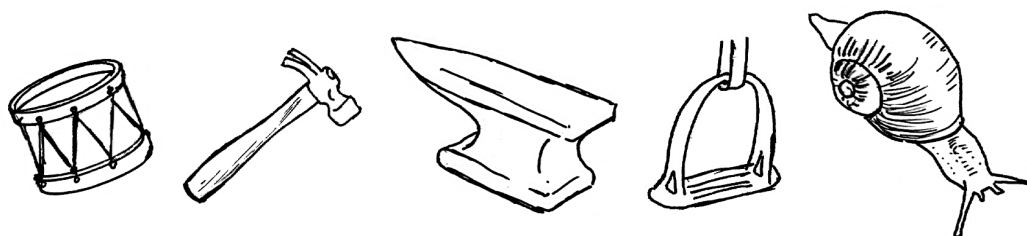


Figure 2.8

3 . A mazing creatures: Ants

What to do

- Listen to the information about Pugnacious Ants. Your educator will read it twice.
- First hearing: just listen attentively.
- Second hearing: write key words to help your memory.
- Complete the cloze procedure exercise on the next page by filling in the missing words.

Pugnacious ants

Like all ants, pugnacious ants are _____ insects and never live alone. The most important ant in the nest is the _____. She is large and fertile: she can lay eggs. The many other females are infertile _____ that collect food, clean the nest, and look after the young ants. Male ants come near the nest for mating only. Pugnacious ants often have large nests, sometimes with more than one queen. There are times when a queen and some workers will leave the _____ and start a new one.

In the _____ season the queen and the male ants grow wings and fly into the air. The queen mates with one or more of the few male ants. After the mating flight the queen's _____ fall off and the male ants _____.

The queen lays _____ in the nest, which hatch into larvae (worm-like creatures). The worker ants feed them. Later the _____—change into pupae and then into adults.

If their nest is disturbed, Pugnacious ants will defend it fiercely. They run around and attack anything near them.

Their bite is _____ to people.

Pugnacious ants will eat almost anything, dead or alive. They eat many kinds of _____, especially termites, and are often found in old termite mounds.

They are even found on beaches where they look for bluebottles that have been washed up on the sand. These ants look for food during the _____ and will only go underground when it is very hot or wet. The workers are responsible for searching for food. When they find some, they send out a _____ that tells the other workers about their discovery. One way to tell them apart from other

ants is that pugnacious ants do not trail or run towards food in _____ as other ants do.
 _____ and anteaters are these ants' worst enemies.
 The scaly anteater rips open ant nests with its strong claws and catches them with its long, sticky tongue. It helps to keep the ant population under control. Because ants come into our homes in search of _____, man has developed poisons and various other methods of killing them.
 Yet pugnacious ants are useful. They take _____ seeds into their nests underground. At one end of these seeds is a covering, which they eat. They then leave the seeds underground where germination can take place.

2.3.5 Assessment

LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes;2.1.2 uses language for creative and imaginative self-expression (e.g. poems, response to music);2.1.4 asks and responds to challenging questions;2.2 applies interaction skills in group situations;2.2.1 follows conventions for appropriate interaction in group work;2.2.2 gives balanced and constructive feedback;2.2.3 shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples);
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.3 processes information:
5.3.1 categorises and classifies information and can explain what these processes entail, giving examples from different learning areas;
5.4 uses language to think creatively:
5.4.3 hypothesises and offers alternatives when trying to solve a problem.
5.4.4 experiments with language in a variety of ways, such as making up new words for concepts in different languages.

Table 2.20

2.3.6 Memorandum

Let's make funny riddles!

Match the questions and answers to make funny riddles:

1. C
2. F
3. A

4. H
5. I
6. J
7. E
8. D
9. B
10. G

Amazing mind ticklers

1 By dropping it from height of more than 90 cm (e.g. 1 metre); it will not break in the first 9 cm of its fall.

1. The big Eskimo is the little Eskimo's mother.
2. By throwing it straight up into the air.
3. We usually look at books on a shelf as in the illustration below. The worm starts on p. 1 of Book 1. This page is on the R-H side of the book as we look at it. It then eats through Books 2 – 9 (100 pp. each) and finishes with p. 100 of Book 10. This last page is on the L-H side of Book 10 as we look at it. Thus: $1 + 800 + 1 = 802$.

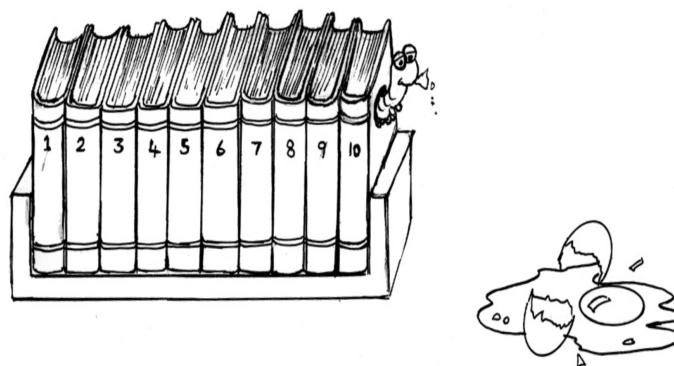


Figure 2.9

Three

Makes you think, doesn't it? !

1. Strawberries
2. It must first be hoisted to the masthead and then lowered to half-mast.

1. Nothing. It is an internationally recognised distress call.
2. Ostrich.
3. It means a player has a score of zero.

Amazing creatures: Ants

- social
- queen
- workers
- nest

- mating
- wings
- die
- eggs
- larvae
- painful
- insects
- day
- scent
- lines
- People
- food
- fynbos

Pugnacious ants

Like all ants, pugnacious ants are social insects and never live alone. The most important ant in the nest is the queen. She is large and fertile: she can lay eggs. The many other females are infertile workers that collect food, clean the nest, and look after the young ants. Male ants come near the nest for mating only.

Pugnacious ants often have large nests, sometimes with more than one queen. There are times when a queen and some workers will leave the nest and start a new one.

In the mating season the queen and the male ants grow wings and fly into the air. The queen mates with one or more of the few male ants. After the mating flight the queen's wings fall off and the male ants die. The queen lays eggs in the nest, which hatch into larvae (worm-like creatures). The worker ants feed the larvae. Later the larvae change into pupae and then into adults.

If their nest is disturbed, pugnacious ants will defend it fiercely. They run around and attack anything near the nest. Their bite is painful to people. Pugnacious ants will eat almost anything, dead or alive. They eat many kinds of insects, especially termites, and are often found in old termite mounds.

They are even found on beaches where they look for bluebottles that have been washed up on the sand. These ants look for food during the day and will only go underground when it is very hot or wet. The workers are responsible for searching for food. When they find some, they send out a scent that tells the other workers about their discovery.

One way to tell them apart from other ants is that Pugnacious ants do not trail or run towards food in lines as other ants do.

People and anteaters are these ants' worst enemies. The scaly anteater rips open ant nests with its strong claws and catches them with its long, sticky tongue. It helps to keep the ant population under control. Because ants come into our homes in search of food, man has developed poisons and various other methods of killing them.

Yet pugnacious ants are useful. They take fynbos seeds into their nests underground. At one end of these seeds is a covering that they eat. They then leave the seeds underground where germination can take place.

2.4 Poems and poetry⁴

2.4.1 ENGLISH HOME LANGUAGE

2.4.2 Grade 6

2.4.3 Module 7

2.4.4 POEMS AND POETRY

1. Poems for inspiration

⁴This content is available online at <<http://cnx.org/content/m23328/1.1/>>.

Your teacher is going to read some poems to you, which you will discuss in the class.
What to do

- Use all the inspiration from poems, as well as group and class discussions, to prepare a SPEECH entitled 'It boggles my mind!'
- Obviously you need to choose something you truly find amazing and WOW your audience into being boggled by your information and deliverance too.
- Plan your speech (2 to 3 minutes) below.

LO 2.1.2	
LO 3.1.1	

Table 2.21

2. More amazing creatures

There are so many amazing creatures in nature and they can do some amazing things too! Read about some of them with your partner and then create a crossword puzzle. Your educator will supply the reading cards and TWO puzzle grids.

What to do

- Once you have read the information, decide which words would be best to use in your puzzle. They are usually the key words. (Refer to the pugnacious ants cloze procedure.)
- Plot your words in pencil on the grid provided. Try to connect as many words as possible so as to have only a few blackened blocks.
- Once you are sure that you have used as many words as possible, number the blocks in which each word BEGINS.
- Formulate the questions/clues. Number them ACROSS and DOWN.
- Keep your grid with the answers to use as a memorandum.
- Design a proper work card with your puzzle grid (without the answers) and questions and decorate/illustrate it appropriately.
- Be sure to supply a heading to your work card.

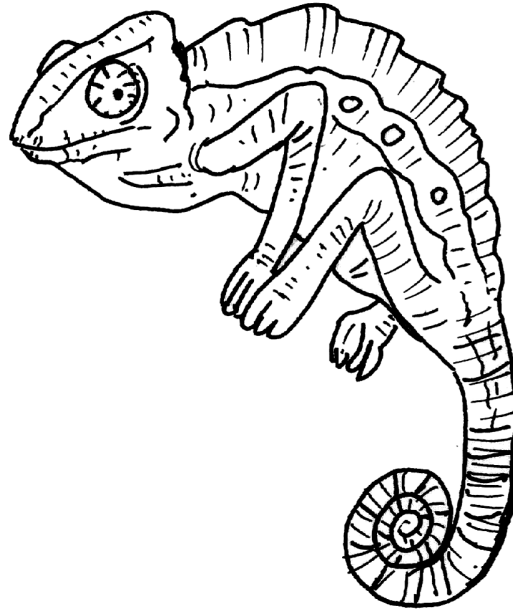
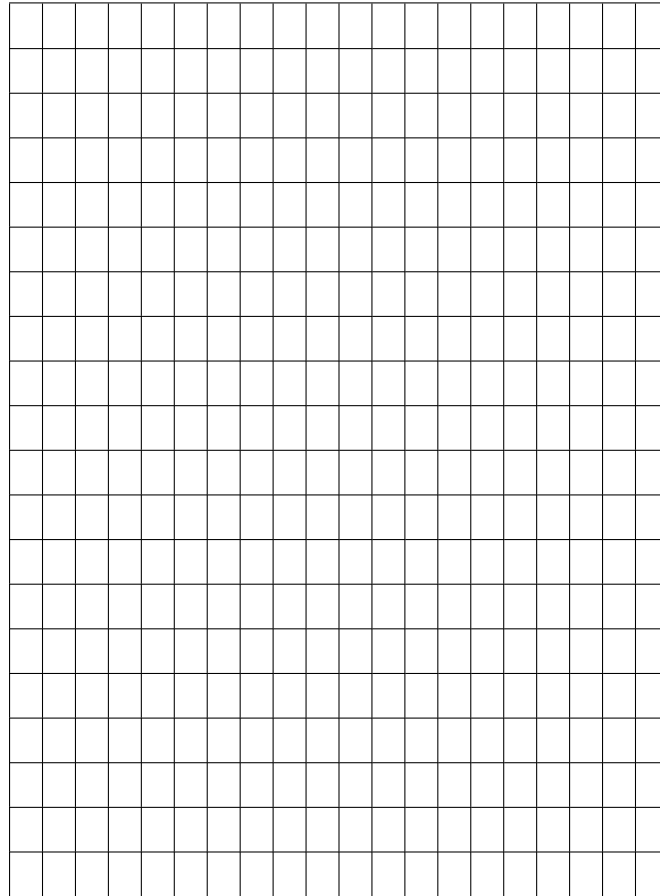


Figure 2.10

**Table 2.22**

Pencil the words in this grid and plan your answers in rough.

LO 3.9	
--------	--

Table 2.23

3. BOOM !!!

THE LOUDEST NOISE ON EARTH

The loudest noise ever heard on earth was made not by an atomic or hydrogen bomb, but by a volcano.

On August 27, 1883, more than eighteen centuries after Pompeii had been buried by the ashes from Vesuvius, the entire island of Krakatoa in the East Indies blew up with a deafening roar that could be heard more than 5 000 km away. Stones, dust and ashes were hurled 26 km into the air and the eruption caused a 1,5 km tidal wave which swept over neighbouring islands and was still more than 30 cm high when it reached Cape Town, more than 7 000 km away!

Vast clouds of dust spread into the upper atmosphere, filtering the sunlight and producing beautiful sunsets that were visible all over the world. As far off as London these lingering effects of the great explosion were still being seen the following spring.

- Did you know that without dust we would not have rain? Moisture in the air needs to cling to something to form a raindrop. That something is dust.

- Did you know that the dust particles in the air cause light rays to split? When the rays, which are colourless, split, they then display colour, which we see in the beauty of a sunset. This is very much the way drops of water split rays to make a rainbow.
- Did you know that dust particles are the cause of many allergies and illnesses and hay fever?
- Did you know that most housewives and cleaners hate dust? It gets cleaned away and when you turn around it is back again! It causes problems in so many modern-day devices such as TV's and computers!

What to do

- In your groups, PNI dust. (**P**ositive/**N**egative/**I**nteresting)
- Do a RAINBOW ACTIVITY to complete your list. (One member from each group visits all the other groups and adds to their PNI list ideas that are new.)

LO 2.2.1		LO 2.2.4	
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Table 2.24

- As a class, DEBATE 'Dust is amazing.'

LO 2.4.2	
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Table 2.25

4. WORDPOWER

Now it is time to create something amazing

Time to change

Change one letter in each word to make a new word. Use the clues.

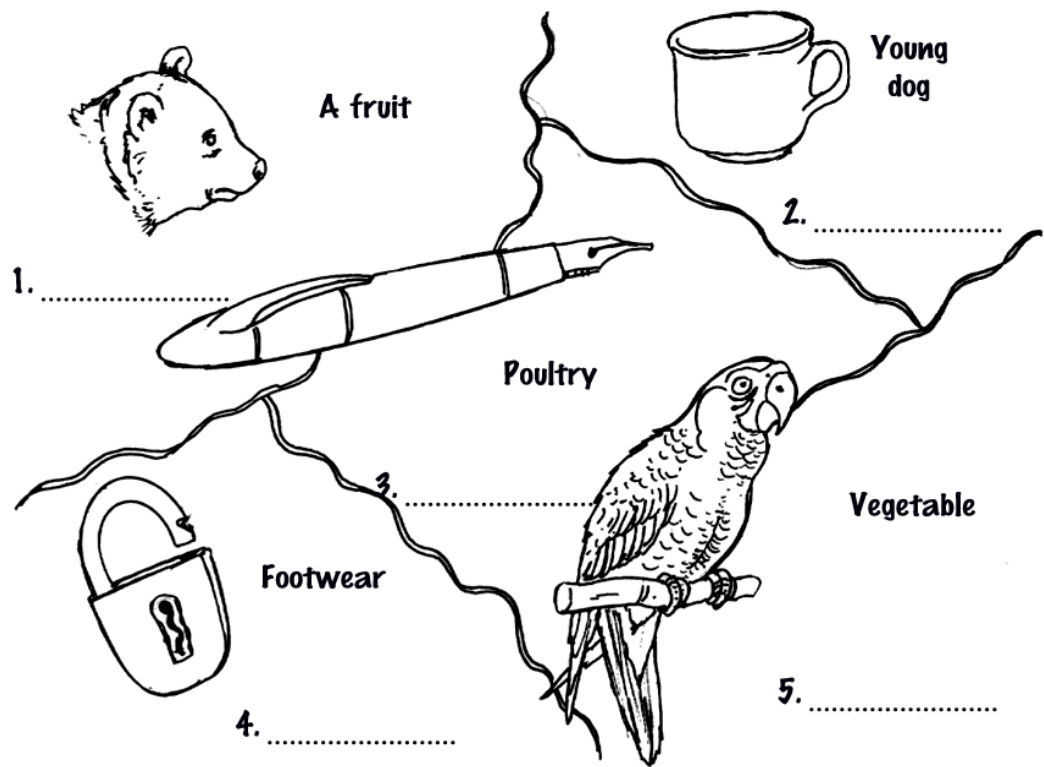


Figure 2.11

LO 6.1.1	
----------	--

Table 2.26

Now try this word metamorphosis trick
Change the adjectives to nouns. The first one has been done for you.

Adjectives	Nouns
Miraculous	Miracle
Beautiful	
Mysterious	
Famous	
Natural	
Volcanic	

Table 2.27

Try some more transformations
Change the meaning of each sentence by using a preposition opposite in meaning to the one in *italics*.

Sentences	‘Transformed’ prepositions
She climbed <i>under</i> the fence.	
The children ran <i>down</i> the hill.	
We played <i>against</i> your team.	
The rain fell <i>before</i> the match started.	
Their performance was <i>below</i> expectation.	

Table 2.28

Now that you know what PREPOSITIONS are, try using the correct ones in the proverbs below.

1. Rome was not built _____ .
2. A drowning man clutches _____ a straw.
3. It is no use crying _____ spilt milk.
4. Birds _____ a feather flock together.
5. People who live _____ glasshouses shouldn’t throw stones.
6. A man may lead a horse _____ water, but he cannot make it drink.
7. There is no rose _____ a thorn.
8. There is no smoke _____ fire.
9. Don’t put all your eggs _____ one basket.
10. Necessity is the mother _____ invention.

LO 6.2.2

Table 2.29

5. MORE WORDPOWER

This is a challenge! You will need to refer to the poem THE TOAD .

What to do

- Choose any amazing topic from nature, e.g. the sea / a sunset / a seed...
- Write a ‘scientific’ paragraph about your chosen topic. Nouns will be important, not adjectives.
- Now ‘use your mind to see’ and write a paragraph about the ‘magic’ of the same chosen topic. Adjectives are vital!

Imitate and create

What to do

- Choose any mind-boggling or amazing topic and create a poem by imitating one of your choice. Your educator will point out important clues like: **rhyme** / **rhythm** / **alliteration** / **rhyming patterns** / **punctuation** / **personification** / **punch line**.
- You may want to create one using just four lines. You might prefer to do one just asking questions. Maybe you fancy writing about what nature is...

LO 4.1.1

Table 2.30

Now follow this recipe for a poem called a HAIKU.

A HAIKU is a Japanese form of poetry and is 'cut down to size' like Bonsai trees.

It consists of THREE LINES with SEVENTEEN SYLLABLES in all, arranged as follows:

1st line = 5 syllables, 2nd line = 7 syllables, 3rd line = 5 syllables.

Examples:

Hot beachShimmering heat wavesA hot pebble in the hand,Light-dance on the sea

SnailSnail crawling slowly -Leaving a shimmering line.Leave my garden, please!

2.4.5 Assessment

LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes;2.1.2 uses language for creative and imaginative self-expression (e.g. poems, response to music);2.1.4 asks and responds to challenging questions;2.2 applies interaction skills in group situations;2.2.1 follows conventions for appropriate interaction in group work;2.2.2 gives balanced and constructive feedback;2.2.3 shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples);
Learning Outcomes(LOs)
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
3.7 identifies and critically discusses cultural and social values in texts:
3.7.3 discusses the diversity of social and cultural values in texts;
3.8 understands and uses information texts appropriately:
<i>continued on next page</i>

3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
3.9 interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
4.1.4 shows understanding of style and register (e.g. transfers information from story into a newspaper article).
LO 6
LANGUAGE STRUCTURE AND USE The learner knows and is able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.2 works with sentences:
6.2.2 identifies and uses nouns, pronouns, prepositions, articles, conjunctions, and modals.

Table 2.31

2.4.6 Memorandum

1. Poems for inspiration

For the educator:

- Use poems of your choice, as inspiration for SPEAKING as well as WRITING activities.
- Allow for group discussion as well as open class discussion on ‘Amazing things I have seen / heard / read.’
- The poems and discussions serve as inspiration for individual speech on ‘It boggles my mind!’
- The poems and discussions serve as inspiration for personal writing entitled ‘What amazes me.’

Encourage learners to write and talk about the obvious (metamorphosis) as well as the deeper changes (transformations).

2. Wordpower

1. pear
2. pup
3. pea carrot
4. sock

Adjectives	Nouns
Miraculous	Miracle
Beautiful	Beauty
Mysterious	Mystery
Famous	Fame
Natural	Nature
Volcanic	Volcano

Table 2.32

Transformations:

- over
- up
- for
- after
- above

Prepositions

1. in
2. at
3. over
4. of
5. in
6. to
7. without
8. without
9. in
10. of

2.5 Comprehension⁵

2.5.1 ENGLISH HOME LANGUAGE

2.5.2 Grade 6

2.5.3 Module 8

2.5.4 COMPREHENSION

COMPREHENSION

Read the following passage carefully and answer the questions orally:

DEADLY DENTURES

It's the height of the summer season. You are splashing about in the waves, without a care in the world. You dive under a breaker, and suddenly you see it. A monster shark, 20 ... no, 30 metres long! It approaches you with gaping jaws, revealing razor-sharp teeth the length of your hand. Aaarghhh!

The bad news is that this massive shark isn't a product of the human imagination, it's real. The good news is that it lived long long ago - even before Tyrannosaurus rex stamped across the land. So the only place you might encounter even a model of it is in a museum.

⁵This content is available online at <<http://cnx.org/content/m23330/1.1/>>.

Fossils of enormous shark teeth, some of them exceeding 15 cm in length, have been dredged up from ocean floors. Some experts believe the owners may have been between 15m to 20m long; others put them at an awesome 30m.

Either way this ancient giant makes the infamous great white shark that prowls our modern oceans seem like child's play. The great white is a diminutive descendent of this prehistoric monster.

Teeth are the hallmark of sharks - as victims of shark bites demonstrate very clearly. In most sharks the mouth is on the underside of the head, although in a few species it is at the front. The powerful jaws, which are made of cartilage, are lined with several rows of teeth - in one species as many as 14.

However, only the front row is used at any one time to snatch a mouthful of flesh. The rows behind it are replacement teeth. Every week or so a new set of teeth moves forward to replace the front ones as they wear off or are lost by accident.

Shark teeth come in a variety of shapes, depending on the kind of food eaten. Most sharks, especially large hunters such as great white and tiger sharks, have roughly triangular teeth with pointed tips. In many, the teeth have serrated edges. They are used to cut through the skin, flesh and bones of victims and rip off large chunks of food. The tiger shark can even bite through turtle shells and crocodile skins.

Some sharks, on the other hand, have flat, molar like teeth used to crush and grind the hard shells of molluscs and crustaceans.

A few species such as whale and basking sharks are harmless plankton-eaters, which feed by straining food off the water through gill clefts. Their minute teeth, set in several rows, are used as a rough sort of file.

As though the teeth in their jaws are not enough, a shark's skin is studded with thousands of sharp tiny teeth called "denticles".

Brush a shark's skin from head to tail, and it feels smooth. Brush it the other way, and it feels like sandpaper. Dried shark's skin, called shagreen, was once sold as sandpaper for polishing wooden furniture.

The bad reputation sharks have, though, is largely undeserved. For one thing, most are harmless to people. For another, attacks on humans by large predatory sharks are comparatively rare - many more people die from drowning every year than from shark wounds.

Furthermore, many of the attacks that do occur are thought to be the result of sharks mistaking people for their usual prey or because the sharks are feeling threatened.

YOU magazine: 23 February 1995

Read the passage "Deadly dentures" and answer the questions that follow:

(a) Where, according to the passage, is the only place one would encounter the massive prehistoric monster?

(1)

(a) How big are some of the shark teeth fossils that have been found?

(1)

(a) Explain what you think is meant by the following: "Either way this ancient giant makes the infamous great white shark that prowls our modern oceans seem like child's play."

(2)

(a) Where is the mouth of a shark situated in most cases?

(1)

(a) Describe, in your own words, the jaws of a shark.

(3)

(a) What is the purpose of the several rows of teeth in a shark's mouth?

(1)

(a) Why do the teeth of hunting sharks have serrated edges?

(2)

(a) Write down the name given to the tiny teeth on a shark's skin.

(1)

(a) What is "shagreen"?

(2)

(a) Explain what people in the past used dried sharkskin for.

(2)

(a) Is the following statement true or false? Quote a phrase from the passage to support your answer.
"Many people are attacked and killed by sharks every year."

(1)

(a) Give two possible reasons for why sharks attack people.

(2)

Vocabulary: What do the following words mean?

- gaping:
- dredged:
- diminutive:
- hallmark:
- massive:
- infamous:

(5)

Total: [25]

LO 3.1.2	
----------	--

Table 2.33

SPELLING AND VOCABULARY

Let's make a spelling and vocabulary chart of words that appear in the passage.

Write down any words that you would find difficult to spell, and also words that you don't know the meaning of.

Write down all the new spelling words that your teacher gives you on this chart as well.

Remember!

(a) Look up the meaning of the words that you do not understand. Write these down.

(b) Add to this chart after each lesson.

ADJECTIVES

Look at these examples:

- (a) The Robber was wearing a **brown** jacket, a **furry** hat and a **small** mask over his face.
- (b) John looked **scared**.

(Adjectives usually come before a noun; but they can be separated from their noun and come afterwards).

- (a) Underline the adjectives in the following paragraph:

The little fur seal lies in the net, a round ball with two big eyes full of fear. The hunters scared away his mother so that they could catch him and her **frantic** cries can still be heard in the distance.

This is a seal hunt. These hunters won't simply club the pups to death: this snowy, watery landscape won't run red with blood as it has in the past. These hunters will "kidnap" the young animals before killing them. They are caught by their hind legs and bundled into netting sacks that will cause the **minimum** of damage to their prized coats. They are put into big crates and taken by helicopter to ships at the edge of the ice-bound sea, and then carried to their **destiny** at fur farms further south. There the traders wait until they have lost all the fine white fur of their **infancy** – and then kill them by injection before removing the **pelts**.

Adapted from: *YOU*, 28 June 1990

Write down the meaning of the words in bold. Use the dictionary to help you.

WRITTEN WORD

These strange and enchanting creatures live in the ocean. Write a paragraph in which you describe how you would feel if you were swimming and you came face to face with any one of them. Try to use as many adjectives as possible.

2.5.5 Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);

Table 2.34

2.5.6 Memorandum

1.
 - (a) in a museum
 - (b) more than 15cm long
 - (c) This extinct monster shark was far more fearsome than the terrible great white shark we know.
 - (d) On the underside of the head.
 - (e) The jaws are very strong. They are made of cartilage and have several rows of teeth – even up to 14 rows in one species.
 - (f) They replace the teeth that wear off or are lost.
 - (g) To cut and rip through skin, flesh and bones of the shark's prey.
 - (h) denticles
 - (i) Dried shark's skin, used as sandpaper.

- (j) Sandpaper for polishing wooden furniture.
 - (k) False
 - (l) They mistake people for their real prey. They feel threatened.
 - (m) (i) wide open
 - (ii) dragged up
 - (iii) small
 - (iv) characteristic feature / trademark
 - (v) huge
 - (vi) notorious
3. (c)

The littlefur seal lies in the net, a round ball with twobig eyes full of fear. The hunters scared away his mother so that they could catch him and herfrantic cries can still be heard in the distance.

This is a sealhunt. These hunters won't simply club the pups to death: thissnowy, watery landscape won't run red with blood as it has in the past. These hunters will "kidnap" the young animals before killing them. They are caught by theirhind legs and bundled into netting sacks which will cause the minimum of damage to their prized coats. They are put into big crates and taken by helicopter to ships at the edge of the ice-bound sea, and then carried to their destiny at fur farms further south. There the traders wait until they have lost all the finewhite fur of their infancy and then kill them by injecting before removing the pelts.

Frantic	Agitated as a result of fear / anxiety.
Minimum	The smallest amount or extent possible.
Destiny	Events that will inevitable happen to a person
Infancy	The early stage in the development (of the seal).
Pelts	The skin with the fun still on it.

Table 2.35

2.6 Understanding poems⁶

2.6.1 ENGLISH HOME LANGUAGE

2.6.2 Grade 7

2.6.3 Module 9

2.6.4 UNDERSTANDING POEMS

Read the following poems and then answer the questions that follow.

POEM 1:

CRIME AND PUNISHMENT

Angry waves roll and roar
 over the rocky shore
 crashing, thundering
 over a jagged rock
 as if the rocks need
 a beating for bad behaviour
 What has made the sea so cross?

⁶This content is available online at <<http://cnx.org/content/m23334/1.1/>>.

Perhaps it is the oily sludge
 from our wrecked oil tankers
 perhaps it is man who should get the hiding.

P. & B. Louw

POEM 1:

CRIME AND PUNISHMENT

Angry waves roll and roar
 over the rocky shore
 crashing, thundering
 over a jagged rock
 as if the rocks need
 a beating for bad behaviour
 What has made the sea so cross?

Perhaps it is the oily sludge
 from our wrecked oil tankers
 perhaps it is man who should get the hiding.

P. & B. Louw

Read the poem "Crime and Punishment."

- Why is the sea angry?

2)

- What words do the poets use to help create an atmosphere of anger?

(4)

- Who has committed the "crime" mentioned in the name of the poem?

(1)

- Name three other ways in which the sea is polluted. (3)

Total: [10]

Read the poem "The hungry sea".

- What is the first stanza of this poem describing? (2)

- Explain what is meant by "... but no-one could foresee the strange and cruel power of the sea ..." (3)
- Who is "the voice from above"?

(1)

- What was the danger of the oxygen pipe stretching?

(2)

- Briefly explain, in your own words, what has happened in the last stanza.

(2)

- The tone of this poem is (serious; humorous). (1)

Total: [10]

- (a) When reading these poems, we are reminded that we should respect the sea.
- (i) In what way should we respect the sea in the light of the first poem?
- (ii) In what way should we respect the sea in the light of the second poem?

LO 5.1.3	
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Table 2.36

- (a) Complete the following table to explain your answer:

(i) POEM 1	(i) POEM 2

Table 2.37

$$2 \times 2 = (4)$$

LO 5.1.2	
----------	--

Table 2.38

2.6.5 LANGUAGE

- (a) Underline all the adjectives in the first poem.
- (b) What adjectives are used to describe the power of the sea in the second poem?
- (c) Write down three words from the second poem that help to show that the manned probe was not strong enough to face the power of the sea.
- (d) Find the meaning of the words in bold in both poems.

2.6.6 WRITING

Choose an animal and look at its appearance, body, how it moves and the sound that it makes. Then use the information you have gathered to write your own metaphor (comparison) poem.

LO 4.4.1	
LO 5.4.1	

Table 2.39

2.6.7 DIFFERENT KINDS OF ADJECTIVES

- "Asking" adjectives (Interrogative)e.g. **Which** dog do you prefer?
- Possessive Adjectives - these show ownership.e.g. Peter never brushes **his** hair.
- Adjectives of quality.e.g. He has a **tall** brother.
- Adjectives of quantity - these deal with the amount of something.e.g. She had **enough** food to feed an army.
- Distinguishing or Demonstrative Adjectives.e.g. **Those** dogs and **these** cats are for sale.

Underline the adjectives in the sentences below and say what kind they are:

- Peter lost his flipper out at sea, while his older brother was trying to catch fish.
- The man who was in the boat close by, saw it sink to the bottom of the sea. He said, "That flipper will never be found."
- There were enough fish to feed an army.
- Which fish do you prefer?

2.6.8 ADJECTIVES: DEGREES OF COMPARISON

Adjectives can have three forms of comparisons in order that one person or thing may be compared with others.

Tom is a **short** boy.

('short' is an ordinary adjective)

'short' is used when no comparison is made.

Tom is shorter than his brother.

('shorter' is a comparative adjective)

A 'comparative' adjective is used when you compare two things.

Tom is the shortest in his family.

('shortest' is a superlative adjective)

A superlative adjective is used when referring to at least three things.

- clean
- quick
- strong
- long
- loud
- rough
- fast
- bright

LO 6.1.1	
----------	--

Table 2.40

2.6.9 LANGUAGE

- (a) Look at the words in bold. They are adjectives. Write them down and find their comparative and superlative degree.

ANEMONES : PLANTS OR ANIMALS?

In all seas and oceans, from the tidal zone to a depth of 10 000 metres, live animals that look so much like flowers that their **common** names include "sea anemone," "sea dahlia" and "sea chrysanthemum" are found. Scientifically they belong to the class anthozoa.

The **primitive** anatomy of these animals places them low on the scale of evolutionary development. They have only one body opening through which food is taken in and waste material expelled. The opening faces upwards and is surrounded by tentacles.

There can be a single ring of thick individual tentacles or several rings of **feathery fine**, often branched, ones. It is these tentacles that give the animals their flower-like appearance.

Below the oral disc with its mouth opening and rings of tentacles, are the main body stem and then a base, also referred to as the aboral disc or petal disc.

Sea anemones, dahlias, etc. are usually coloured in vivid yellows, reds, blues, greens or browns. Many species are multi-coloured.

Most catch their prey in an **unusual** manner. Their tentacles contain **tiny** stinging cells, scientifically called cnidoblasts. These have a bulbous appearance and each contains a spirally folded, **hollow** thread with a very small harpoon-shaped barb at its end. The entire structure is so small that it can only be seen under the most powerful microscopes.

When a victim comes in contact with the tentacles, the cnidoblasts literally explode and shoot out their miniature harpoons with considerable force. The harpoons penetrate the victim's skin and inject a **potent** poison.

Since the harpoons are microscopic in size their individual effect is minimal. However, hundreds of these harpoons, scientifically called nematocysts, are activated simultaneously. This multiplies the poison's effect so that a fish of the same size as the anemone is killed almost instantly.

Fortunately, most sea anemones are too small to have any effect on a human.

Adapted from: *PERSONALITY*, May 25, 1987

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE

Table 2.41

LO 6.1.1	
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Table 2.42

- (a) You have read the scientific information on the anemones. Is this fact or opinion?

Why do you say this?

(a) Research Work

Look in encyclopaedias or reference books for information about animals and plants under the sea. Now write two scientific paragraphs describing any two animals or plants. You may draw pictures as well.

LO 4.1.2	
----------	--

Table 2.43

2.6.10 Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
4.1.4 shows understanding of style and register (e.g. transfers information from story into a newspaper article).
4.4 applies knowledge of language at various levels:
4.4.1 word level;
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.2 expresses an opinion and supports it with solid evidence;
5.1.3 develops a balanced argument on relevant and challenging issues;
<i>continued on next page</i>

5.3 processes information:
5.3.6 changes format of information (e.g. form tables into written form, tables to graphs);
5.4 uses language to think creatively:
5.4.1 describes what learner visualises after reading or listening to a text;
5.4.2 invents and describes preferred results or endings.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.2 works with sentences:
6.2.2 identifies and uses nouns, pronouns, prepositions, articles, conjunctions, and modals.
6.4 develops awareness and use of style:
6.4.2 understands and uses figurative language such as metaphor (e.g. 'He is an angel.').

Table 2.44

2.6.11 Memorandum

Comprehension

- (a) (i) Because the oily sludge has polluted it.
- (ii) angry, roar, beating, bad (behaviour)
- (iii) man
- (iv) human waste (e.g. sewage)
- industrial waste from factories (chemicals)
- waste thrown overboard from / prumped out of ships
- (b) (i) A deep-sea diving crew – investigating a shipwreck? They were in a craft
- (i) No-one could have known that the crew wouldn't survive (i.e. be destroyed by the cruel sea).
- (ii) The person in charge of the team – the “boss” who stayed on board. It could also be the person who had planned it, but who was not actively involved (the person “at the top”).
- (iii) It could break.
- (iv) It is not perfectly clear, but there is a suggestion that the sea became rough (cruel power) and stormy and that the vessel (probe) was adrift / was tossed about causing the cable to snap and the oxygen pipe to break.
- (v) serious
- (c) (i) We should not pollute it.
- (ii) We should know that it can be dangerous.
- 1. (b) strange, cruel
- (c) a thin lifeline
- (d)

Jagged	With rough, sharp points that stick out
Sludge	Dirty oil or industrial waste
Spiralling	Winding in a continuous curve around a central point.
Routine	Actions that are regularly done; regular procedure.

Table 2.45

3.

(a) his = possessive adj.

older = adj. of quality

(b) that = possessive adj.

(c) enough = adj. of quantity

(d) which = “asking” or interrogative adj.

4.

(a)	clean	cleaner	cleanest
(b)	quick	quicker	quickest
(c)	strong	stronger	strongest
(d)	long	longer	longest
(e)	loud	louder	loudest
(f)	rough	rougher	roughest
(g)	fast	faster	fastest
(h)	bright	brighter	brightest

Table 2.46

5. (a)

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
common	commoner	commonest
primitive	more primitive	most primitive
low	lower	lowest
thick	thicker	thickest
feathery	more feathery	most feathery
fine	finer	finest
tiny	tinier	tiniest
stinging	more stinging	most stinging
unusual	more unusual	most unusual
hollow	hollower	hollowest
potent	more potent	most potent

Table 2.47

(b) Fact

- Because a number of facts are given. It is a description in scientific terms.

2.7 Writing⁷

2.7.1 ENGLISH HOME LANGUAGE

2.7.2 Grade 6

2.7.3 Module 10

2.7.4 WRITING

2.7.5 WRITING

Choose a picture of one of the animals found in the sea. Try to describe it as clearly as possible.

Remember, you want other people reading your work to see this picture in their minds as clearly as you yourself saw it. To achieve this, you will have to use adjectives. Underline these adjectives.

LO 4.1.2	
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Table 2.48

2.7.6 PREPOSITIONS

Prepositions are words that show the relationship of one thing to another. They often tell you where one thing is in relation to another, or the ‘position’ that it is in. They are **always** attached to a noun or pronoun.

Some examples: before, on, across, over, into, past, under, up, in, down, near, to, until.

Complete the following sentences by supplying a suitable preposition

- We are sailing_____Durban.
- She was swimming_____me when the wave broke.
- This is no time_____floating.
- He seemed unaware_____the stormy sea.
- I could not find Penny_____all the people on the beach.
- If you are going to the beach take a hat_____you.

LO 6.2.2	
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Table 2.49

⁷This content is available online at <<http://cnx.org/content/m23335/1.1/>>.

2.7.7 JUST FOR FUN!

What do these expressions mean?

- (a) take forty winks
- (a) face the music
- (a) bury the hatchet
- (a) turn a blind eye.

2.7.8 PROVERBS

Read the following **proverbs** and find out what they mean:

- Look before you leap.
- A stitch in time saves nine.
- Let sleeping dogs lie.
- Don't count your chickens before they are hatched.

LO 6.4.2	
----------	--

Table 2.50

2.7.9 LANGUAGE:

Reflections on Holiday

I sat in the sand dunes, the wind blowing particles of sand into my hair, eyes, even my teeth, and surveyed the scene before me. Seagulls were arguing over a mysterious-looking object cast up by the sea, **vivid** with its shade of green and silver as seen from a distance. Children were playing with heaps of coloured stones, making patterns on the light, brown sand. Far out, a man was digging for mussels in the soft, dark, sea-wet sand of the bay. He looked strong and **capable**, with his open sack beside him. He was bending and **thrusting** against a spade with a foot clad in a large, black wellington boot, turning over piles of sand to view the smooth wave pattern left by the sea. Further out still, cargo boats, grey and orange, serviceable, yet with an air of mystery, moved slowly along an invisible river in the centre of the wide expanse of sand, grey trails of smoke just to be seen against the still, grey sky, with now and then the sound of a far-off hooter, sad and **wistful**.

Lisa, aged 18

- (a) Underline all the prepositions in blue.
- (b) Circle all the adjectives in red. Write these adjectives down and say what kind of adjective they are.

Find all the pronouns in this passage. Write these down and give the plural of each pronoun.

LO 6.2.2	
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Table 2.51

- (a) Read the passage again that Lisa has written. Now draw a picture of the scene, as you understand it.

LO 5.3.6	
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Table 2.52

2.7.10 COMPREHENSION

Read the passage "Saved by a dolphin" and answer the questions that follow in your groups:

SAVED BY A DOLPHIN

This is the end, Adam Maguire thought as blood streamed from where a piece of flesh had been torn from his stomach. His surfboard had gone too - the only shield between him and the shark's terrible jaws. He prayed, then screamed for his two friends, but they were too far away. Desperately he struck the water with his fists in a vain attempt to frighten off the 4,2 m monster.

Suddenly something miraculous happened: he was surrounded on all sides by shiny grey bodies - 12 dolphins that rammed the shark with their snouts and drove it to the depths.

Tales of this kind are not unfamiliar. There are stories of people saved by animals from the sea in Greek mythology, and these were probably dolphins. Young Adam Maguire of Sydney, Australia, has no doubts and feels the fact that he's alive is proof.

Dr Graham Ross, deputy director of the Port Elizabeth Museum and an expert on dolphin behaviour, also has doubts. "Whenever I hear this kind of story I have to ask myself: how objective was this person? If he were drifting around weakly in the water, scared and shocked, would he not feel the dolphins were leading him to the coast? You must bear in mind dolphins are by nature curious. They bump and jostle any unusual object in the water to find out what it is, and they always approach something unusual from the seaside. If it's a person and the dolphins nudge him in the direction of the land, he could easily think they were trying to save him." Tame dolphins in a controlled environment such as a dolphin aquarium have been known to kill sharks, but along the Natal coast bottle-nosed dolphins leave as soon as the water becomes cloudy because they're afraid sharks will eat their young. Many bear the scars of shark attacks and while they might play with small sharks they would flee from large ones.

Experts can say what they like, but people who've actually experienced something like this find such theories difficult to believe.

Ten years ago there was an incident when four fishermen were convinced dolphins saved them from a watery grave in thick mist near Dassen Island off our west coast.

They were in a snoek boat on the open sea when the wind suddenly came up, enveloping them in thick mist and leaving them unable to see anything.

Skipper Koos Stander swung the boat round in the direction he thought Yzerfontein's harbour lay, but lost his bearing. Then one of the fishermen, Mac Macgregor, noticed dolphin fins in the water. Four of them swam alongside the boat and one suddenly struck three blows to the left with his tail. The skipper turned left and was horrified to see a huge rock jutting out of the water to the right. Again and again the dolphins "directed" the boat past rocks and when they began playing around the boat, Koos Stander realised he could drop anchor.

Can anyone still doubt dolphins are sympathetic towards people after hearing stories such as these? Not so fast, say the experts. Dolphins have no reason to be particularly sympathetic towards people. It's sheer curiosity.

The species has the habit of assisting each other ... perhaps they apply the principle to humans.

Adapted from: *YOU*, 18 January 1990

- (a) From which country is Adam Maguire? (1)
- (b) What was Adam doing when the shark attacked him? (1)
- (c) Explain, in your own words, how Adam was saved. (3)
- (d) Choose the correct answer:
 - (i) Greek mythology is:
 - (ii) a true story from Greek history
 - (iii) a traditional fiction story told by Greeks
 - (iv) a place in Greece (1)
- (e) In your own words, explain why dolphins might "save" someone, according to Dr Ross. (3)
- (f) Quote two phrases from the passage that suggest that dolphins are actually afraid of sharks. (2)
- (g) Briefly and in your own words explain what happened to Koos Stander and his men. (3)

- (h) Why, do you think, does the writer say: "Dolphins have no reason to be particularly sympathetic towards people..."? (2)
- (i) Who do you agree with, the scientists or those who have experienced the dolphins' "sympathy"? Explain your answer. (2)
- (j) Write down a word from the passage which has the same meaning as:
- (i) to be poked gently
 - (ii) shy (2)

Total: [20]

LO 3.1.2	
----------	--

Table 2.53

2.7.11 VOCABULARY

Using your dictionary find the meaning of each of the following words:

- (a) sympathetic
- (b) isolated
- (c) confirm
- (d) jostle
- (e) bearings
- (f) skipper

Note: You may use reference books to help you.

2.7.12 SPEAKING:

Prepared oral:

Here is the News....

Prepare a 5-minute oral to say to the class. Begin by introducing the news to your listeners. Report on a shark attack. This should be your main feature story.

LO 2.3.1		LO 2.3.2		LO 2.3.3	
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Table 2.54

Read this amusing poem:

A STING IN THE TALE

I picked up a shell on a golden beach
and asked it to reveal to me
the secret wonders of the sea
the mysteries that seemed out of reach.
I held the shell close in order to hear
its stories of rolling waves,
of mermaids and treasures in pirate caves ...
then a crab came out and painfully pinched my ear!

P. & B. Louw

Writing: In pairs try to write your own poem about the sea.

2.7.13 Assessment

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
2.3 uses appropriate body language and presentation skills:
2.3.1 does not turn back to audience;
2.3.2 varies volume, tone and tempo of voice for emphasis and effect;
2.3.3 reflects on own presentation and skills and tries to improve identified weakness.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
4.1.4 shows understanding of style and register (e.g. transfers information from story into a newspaper article).
<i>continued on next page</i>

4.4 applies knowledge of language at various levels:
4.4.1 word level;
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.2 works with sentences:
6.2.2 identifies and uses nouns, pronouns, prepositions, articles, conjunctions, and modals.
6.4 develops awareness and use of style:
6.4.2 understands and uses figurative language such as metaphor (e.g. 'He is an angel.').

Table 2.55

2.7.14 Memorandum

2.

- (a) to
- (b) beside / with / behind
- (c) for
- (d) of
- (e) among / amongst
- (f) with

3.

- (a) to take a short nap
- (b) to face and deal with a situation caused by one's actions
- (c) to forget about past differences – to forgive and forget.
- (d) to pretend not to see / know about something

4.

- (a) Think before you act.
- (b) Prompt action when needed saves a lot of future trouble.
- (c) If there is no trouble, do not cause any; leave well alone.
- (d) Do not make plans that are based on something that is not certain.

5. (b)

Sand	Quality		Coloured	Quality
Dark	Quality		My	Possessive
Light	Quality		Light	Quality
Sea-wet	Quality		Mysterious-looking	Quality
Brown	Quality		Strong	Quality
Vivid	Quality		Soft	Quality
Capable	Quality		Open	Quality
Large	Quality		Black	Quality
Wellington	Quality			

Table 2.56

- (c) I we
me us
he they

Note to the teacher: **its** shade / **his** sack (its and his are not pronoun, but adjectives. See earlier work on adjectives. These are possessive adj.)

- 6.
- (a) Australia
 - (b) surfing
 - (c) 12 dolphins protected him by attacking the sharks.
 - (d) A traditional fiction story told by Greeks.
 - (e) They are curious and bump and jostle person to find out what it is.
 - (f) "... they're afraid sharks will eat their young" "... they would flee from large ones"
 - (g) Lost his bearing – saw rock – was "directed" to shore by dolphins.
 - (h) They are also sometimes hurt by humans.
 - (i) Scientists are probably right – scientifically founded not opinion, subjective.
 - (j) (i) nudge

- afraid

- 7.
- (a) feeling sorry for someone or showing that you are sorry.
 - (b) remote, lonely
 - (c) validate, establish the truth or correctness of something
 - (d) push or bump against something roughly
 - (e) direction or position relative to a fixed point
 - (f) captain of a boat or ship

Chapter 3

Term 3

3.1 Popularity¹

3.1.1 ENGLISH HOME LANGUAGE

3.1.2 Grade 6

3.1.3 Module 11

3.1.4 POPULARITY

What do you think POPULARITY is all about? Before we take a closer look at this phenomenon, write an ACRONYM of what your opinion on the topic is:

P	-----
O	-----
P	-----
U	-----
L	-----
A	-----
R	-----
I	-----
T	-----
Y	-----

Table 3.1

LO 4.4.1	
----------	--

Table 3.2

What do you do in an effort to be popular at school? What is considered necessary to be part of the POPULAR group? Give this some thought and then write a piece of approximately 120 words, titled To be

¹This content is available online at <<http://cnx.org/content/m23336/1.1/>>.

or not to be. Plan your writing in rough and then edit it. Hand in your rough work as well as your finished piece.

Hints:

Be brutally honest

Consider peer pressure

What lengths are you prepared to go to, to be popular?

What will you NOT do to be popular?

Where do values fit in with your choices?

Read Shakespeare's "To be or not to be" and the poem "IF".

- Let's start on familiar ground – the school grounds. Each group is to nominate a candidate for the most popular girl, boy and teacher in the school.
- Each group will be given a maximum of five minutes to present their candidates and motivate their choices referring to the criteria.
- You might like to take a class vote at the end of all the presentations.

LO 2.2.4	
LO 5.1.3	

Table 3.3

Now it is your chance to do some FUN research and then to MODEL your findings. Yes – move over, Naomi and Brett! Make place on the catwalk for the Grade 6's.

What to do:

- Choose an era (Gatsby/Punk/Disco/Rave/Rock/Hippy...)
- Mind map your ideas.
- Research the fashions of your chosen time (hair/shoes/skirt lengths/accessories...).
- Refer to movies, (Titanic/Grease/Saturday Night Fever/Austin Powers) magazines and family photos.
- Dress up for your presentation.
- Present your information in poster format.



Figure 3.1

LO 2.1.3		LO 3.2.1	
		LO 4.1.3	

Table 3.4

FASHION MINDMAP

Okay guys – the moment you have been waiting for! You have to EAT your way through this one. Yummy! Fast food outlets are very POPULAR in our modern society where TIME = MONEY.

What to do:

- Survey the POPULARITY of four fast food outlets (e.g. Wimpy, Steers, Spur, MacDonald's, KFC.).
- Draw up a questionnaire.
- Your survey should include both male and female participants and a variety of age groups.
- Present your findings to the class with the results depicted in graph format.

What to do next:

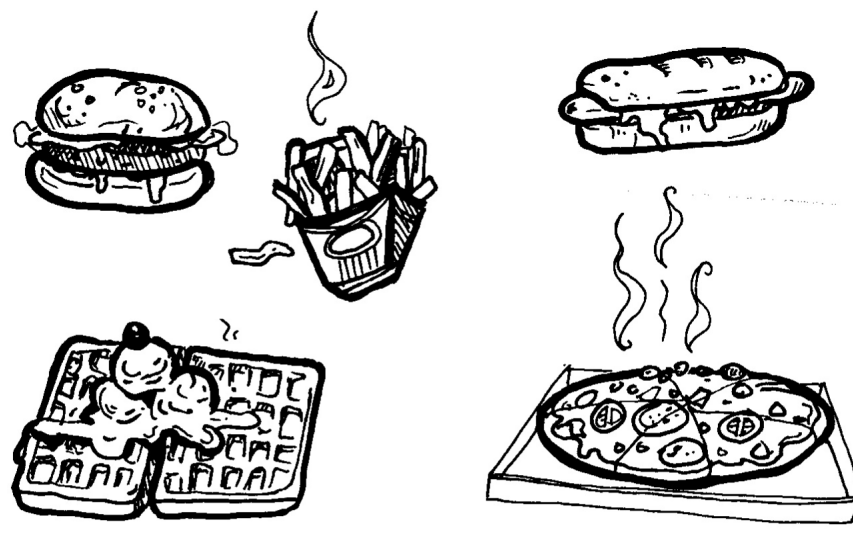


Figure 3.2

Debate: MacDonald's is better than KFC.

If music be the food of love, play on! Did you know that Johan Strauss and the waltz were considered OUTRAGEOUS at first? Picture the waltz being hot – or cool – depending on the IN saying! Have you noticed that MUSIC can mess with your MIND? Truly. Just think how the STAR WARS or MISSION IMPOSSIBLE or SUPERMAN or 007 themes inspire you by making you feel strong. Notice how soothing classical music played in the classroom helps to create a peaceful atmosphere, which helps you to think and work better. Keep this in mind when choosing your music and lyrics for next project.

What to do:

- Choose a piece of music with positive lyrics. (No negative, violent or bad language pieces will be allowed).
- Choose the section you wish to emphasise and prepare a CLOZE PROCEDURE exercise.
- There must be 20 missing words to be filled in on your prepared page. Supply the name of the song and the performer(s).
- Supply the missing words on a separate page.

4.1.1	
-------	--

Table 3.5

MUSIC that has stood the test of time – POP = POPular. See how many singers/groups you recognise by supplying one song for each artist.

FOR THE EDUCATOR:

Choose a piece of music for the learners to listen to, e.g. Imagine by John Lennon or Gangsters Paradise or Remember the sunscreen. Draw up some questions for them to answer. Have straightforward facts, e.g. list four things John Lennon wants you to imagine/ When will you dance the Funky Chicken? Also have questions asking for opinions, e.g. do you agree with John Lennon? Say why.

Popularity can be very fleeting. Some songs make it to the Number 1 spot, only to be knocked down the very next week. But some songs continue to be POPULAR for decades. The most POPULAR group of all that have stood the test of time is the FAB FOUR – The Beatles.

BEATLEMANIA

- **Research and report:** Start at the beginning right up to the present. Use music in your presentation.

3.1.5 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
<i>continued on next page</i>

2.1.2 uses language for creative and imaginative self-expression (e.g. poems, response to music);
2.1.3 shares ideas and offers opinions on challenging topics in a local, coherent and structured way (e.g. poster presentations, reports, debates);
2.1.4 asks and responds to challenging questions;
2.1.5 develops factual and reasonable arguments to justify opinions;
2.2 applies interaction skills in group situations:
2.2.4 uses diplomatic language in potential conflict situations;
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.2 views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
3.2.1 interprets and discusses message;
3.3 explains interpretation and overall response to text, giving reasons based on the text or own experience;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
3.10 selects relevant texts for personal and information needs from a wide variety of sources such as in the local community and via electronic media (where available).
LO 4
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
<i>continued on next page</i>

4.1.3 writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);
4.3 presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;4.4.3 paragraph level.
LO 5
THINKING AND REASONING The learner will able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 develops a balanced argument on relevant and challenging issues;
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.3 processes information:
5.3.2 compares and contrasts information and ideas and indicates the basis for the comparison;
5.3.6 changes format of information (e.g. from tables into written form, tables to graphs).

Table 3.6

3.1.6

3.2 Research and report²

3.2.1 ENGLISH HOME LANGUAGE

3.2.2 Grade 6

3.2.3 Module 12

3.2.4 RESEARCH AND REPORT

What about the most photographed, popular **woman** of our time? Princess Diana.
PRINCESS OF HEARTS

- **Research and report.** Use pictures in your presentation.

She became a showpiece for British fashion. She drew more crowds than any other member of the royal family. She

became even more popular when she supported Aids charities and was photographed hugging Aids sufferers.

P.S.) What do Diana, Marilyn Monroe and Elton John have in common?

) What about Diana and Mother Theresa?

) What about our own PRINCE OF HEARTS – Madiba?

²This content is available online at <<http://cnx.org/content/m23337/1.1/>>.

LO 3.8.2	
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Table 3.7

What do you know about **POP ART**? Yes, even ART has its fads and fashions. Did you know that comics are examples of POP ART? Find out more about this and then take a look at Spiderman as an example.

These are the names you need to search for:

- Roy Lichtenstein
- Piet Mondrian
- Jackson Pollock

These are the styles you need to keep on eye out for:

- primary colours
- simple lines
- onomatopoeia in comic style

What to do:

- Illustrate a sound (onomatopoeia) in POP ART style and remember that **COLOUR** is vitally important.

PS. What about OP ART?

) Mary Quant and OP ART in fashion.

LO 4.1.3	
LO 5.2.1	

Table 3.8

Do some research of your own. Here are some ideas for you.

- VW Beetle
 - Harry Potter
 - Sport Personality
 - Popular tourist spots
 - Walt Disney
-
- Find out what has lead to the POPULARITY of your chosen topic.
 - Report back to the class about your findings.



Figure 3.3

LO 2.1.5		LO 3.10	
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Table 3.9

Sporting Heroes

Find out in which sport these heroes excelled or excel.

1. Bjorn Borg:
2. Mohammed Ali:
3. Nadia Comaneci:
4. Pelé:
5. Penny Heyns:
6. Hansie Cronje:

- What made Nadia Comaneci unique in her sport?
- What do Mohammed Ali and Michael J. Fox have in common?

LO 3.3	
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Table 3.10

Write an Ode to your chosen POPULAR PERSON. Make it like a combination of an introduction at a special function and a eulogy.

LO 4.4.3	
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Table 3.11

Within your groups, discuss some common school jargon and then dramatise a conversation using the jargon. Let's see who's the bomb!

LO 2.4.1	
----------	--

Table 3.12

- List examples of your jargon and supply the real meaning.
- Do you have any idea what this popular ending to a letter meant?

ITALY =

- Now write some typical SMS cryptic messages (e.g. ICQ = I seek you)

LO 4.1.1	
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Table 3.13

- Now consider the following common jargon and supply the real meaning for each.

user-friendly
at this point in time

3.2.5 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
2.1.2 uses language for creative and imaginative self-expression (e.g. poems, response to music);
2.1.3 shares ideas and offers opinions on challenging topics in a local, coherent and structured way (e.g. poster presentations, reports, debates);
<i>continued on next page</i>

2.1.4 asks and responds to challenging questions;
2.1.5 develops factual and reasonable arguments to justify opinions;
2.2 applies interaction skills in group situations:
2.2.4 uses diplomatic language in potential conflict situations;
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.2 views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
3.2.1 interprets and discusses message;
3.3 explains interpretation and overall response to text, giving reasons based on the text or own experience;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
3.10 selects relevant texts for personal and information needs from a wide variety of sources such as in the local community and via electronic media (where available).
LO 4
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
4.1.3 writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);
<i>continued on next page</i>

4.3 presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics);
4.4 applies knowledge of language at various levels:
4.4.1 word level;4.4.3 paragraph level.
LO 5
THINKING AND REASONING The learner will able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 develops a balanced argument on relevant and challenging issues;
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.3 processes information:
5.3.2 compares and contrasts information and ideas and indicates the basis for the comparison;
5.3.6 changes format of information (e.g. from tables into written form, tables to graphs).

Table 3.14

3.2.6 Memorandum

- Famous “idols”
- Compassionate / did much to alleviate suffering
- Famous and beloved statesman

1. Tennis

2. Boxing
3. Gymnastics
4. Soccer
5. Swimming
6. Cricket

- She was extremely young when she became the world champion.
- Both have Parkinson’s disease.

- ITALY = I Trust And Love You

3.3 Listening skills³

3.3.1 ENGLISH HOME LANGUAGE

3.3.2 Grade 6

3.3.3 Module 13

3.3.4 LISTENING SKILLS

TEST YOUR LISTENING SKILLS

³This content is available online at <<http://cnx.org/content/m23340/1.1/>>.

Listen to a short news report or any discussion on a current situation of interest (your teacher will prepare a tape recording for you).

Summarise the report or discussions by writing down three points that you regard as most important.

Some tips before you start:

- Concentrate all the time.
- Do not allow your thoughts to wander.
- Think about what you are hearing.
- Try to identify the main ideas.
- Write down key words or phrases.

Make a summary:

LO 1.5	
--------	--

Table 3.15

- Let's do the exercise one more time. This time, indicate which of the following made you decide on each of the main points: content of the report, the choice of words, or voice tone.

Point in summary	Content	Choice of words	Tone
1			
2			
3			
4			
5			
6			
7			

Table 3.16

TRY AGAIN

Ask your teacher to play a recording of a longer report or discussion. Try to write down five points this time.

A LAST TRY

Ask your teacher to play an even longer recording and try to write down seven points.

- Are you satisfied or do you need more practice?
- Which of the tips for writing summaries do you still need to concentrate on?

LO 1.3.1	
----------	--

Table 3.17

DEBATING TELEVISION AND YOU

- Is television one of your favourite pastimes?
- How many hours do you watch television every day?
- Are your parents happy with the programmes that you watch?

Good evening. It is seven o'clock and here is the news ...



Figure 3.4

- Do you have friends who spent too much time watching television?
- Do you have friends who watch poor programmes?

Ask your teacher to allow you to discuss these questions with some of your classmates.

LO 2.1.3	
----------	--

Table 3.18

Answer the following questions:

1. List the three most favourite programmes of your group. Include the day they are shown as well as the time.
2. If you could choose a programme no longer to be aired, which would you choose? Justify your answer.
3. Each channel has a specific target audience. Which channel do you watch the least and why?

LO 1.1	
--------	--

Table 3.19

Are you able to **report back** to the rest of the class if asked?

- Ask your teacher to help you to assess yourself by using the table below

LO/AS	ASSESSMENT STANDARDS FOR DEBATING	MAX 4
2.1.3	Shares ideas	
2.1.3	Offers opinions	
2.1.4	Asks challenging questions	
2.1.4	Responds to challenging questions	
2.1.5	Develops factual and reasonable answers	

Table 3.20

GROUP WORK

Peer Assessment

Ask someone in your group to assess your participation as group member.

I was assessed by _____

LO/AS	ASSESSMENT STANDARDS FOR GROUP PARTICIPATION	1	2	3	4
2.2.1	Actively involved in decisions made.				
	A valuable contribution was made to the discussion.				
2.2.2	Contribution was constructive (positive).				
2.2.3	Sensitivity was shown towards cultural differences.				
2.2.4	Diplomatic language was used (in conflict situations).				

Table 3.21

- If you have any other comments about the group work, feel free to write them below.
- CHECK: ARE YOU ASKING ABOUT WORDS YOU DON'T UNDERSTAND

COMPREHENSION

LO 3.1	
--------	--

Table 3.22

- Refer to the viewing on the M-NET channel in order to answer the questions that follow:

M-NET

KTV:			
	07:00	Marvin the Tap Dancing Horse	
	07:30	Mona the Vampire	
	08:00	Jackie Chan Adventures	
	08:30	Mummy Nanny	
	09:00	What's Hot	
	09:30	Outriders	
<i>continued on next page</i>			

	10:00	My Best Friend Is An Alien	
	10:30	KTV Playback	
Supersport:			
	11:00	Wrestling WWE Superstars	
	12:00	Variety Sport Transworld Sport	
	12:15	Rugby World Of Rugby	
	12:45	Rugby Bankfin Under 21, Lions vs Natal U/21, Ellis Park – Johannesburg (live) *Bankfin	
	14:50	Rugby Bankfin Currie Cup, Lions vs Natal Sharks, Ellis Park – Johannesburg (live) *Bankfin	
	17:00	Rugby Bankfin Currie Cup, Vodacom Free State Cheetahs vs Western Province, Vodacom Park – Bloemfontein (live) *Bankfin	
	18:55	Supersport Scoreboard *Telkom Business. Interactive Show	
	19:05	Fear FactorM Connection	
	20:00	[U+F0E8] Liberty Heights 13 Comedy Drama. Ben Foster, Adrien Brody.	
	22:10	Big Brother II – Weekly Highlights	
	22:40	Taps PG Drama. Tim Hutton, Tom Cruise.	
	00:45	In The Mix 16 Action Drama. Pras, Ja Rule, Tamala Jones.	
	02:15	First Target PG 13 Action. Daryl Hannah, Doug Savant.	
	03:50	The Man With Rain In His Shoes 13 Romantic Comedy. Douglas Henshall, Lena Headey.	
	05:25	Deep In My Heart PG 13 Drama. Gloria Reuben, Anne Bancroft.	

Table 3.23

QUESTIONS:

1. Look at the programmes for children
 - 1.1 How long are the programmes for small children on?
 - 1.2 Write down the title of a sci-fi programme?
 - 1.3 Which karate expert has a programme based on him?
 - 1.4 Why are children's programmes shorter than adult's programmes?
2. Look at the programmes after 11:00
 - 2.1 How many programmes on rugby will be aired?
 - 2.2 Explain what an interactive show is?
 - 2.3 Explain what selective viewing is?
 - 2.4 If you were to watch one programme, which one would you choose?
 - 2.5 Fill in the different *types* of programmes and their titles on a table below.

3.3.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 enjoys listening and responds critically to different kinds of oral texts such as stories, legends, poems, plays, debates and talks;
1.3 identifies and discusses key features such as context, speaker's body language, content, register, and choice of words:
1.3.1 discusses how they affect the listener and why;
1.5 listens for information in a variety of oral texts (debates, explanations, reports, television documentaries), summarises main ideas, and notes specific details.
LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
2.1.1 uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations);
2.1.3 shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (e.g. poster presentations, reports, debates);
2.1.5 develops factual and reasonable arguments to justify opinions;
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
<i>continued on next page</i>

3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.2 views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
3.2.1 interprets and discusses message;
3.2.2 identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer;
3.7 identifies and critically discusses cultural and social values in texts:
3.7.1 interprets the writer's intentional and unintentional hidden messages;
3.7.2 identifies different perspectives within more complex text and gives own perspectives based on evidence within the text;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately.

Table 3.24

3.3.6 Memorandum

1.1 30 minutes

1.2 My best friend is an alien.

1.3 Jackie Chan

- Their concentration span is shorter.

2.1 Four

2.2 It is a show in which there is active audience participation.

2.3 Selective viewing takes place when the viewer chooses (selects) certain programmes for viewing, and doesn't simply view everything.

3.4 Comprehension and debating⁴

3.4.1 ENGLISH HOME LANGUAGE

3.4.2 Grade 6

3.4.3 Module 14

3.4.4 COMPREHENSION AND DEBATING

COMPREHENSION

- Refer to the viewing on the M-NET channel in order to answer the questions.

M-NET

⁴This content is available online at <<http://cnx.org/content/m23342/1.1/>>.

KTV:			
	07:00	Marvin the Tap Danc- ing Horse	
	07:30	Mona the Vampire	
	08:00	Jackie Chan Adventures	
	08:30	Mummy Nanny	
	09:00	What's Hot	
	09:30	Outriders	
	10:00	My Best Friend Is An Alien	
	10:30	KTV Playback	
Supersport:			
	11:00	Wrestling WWE Superstars	
	12:00	Variety Sport Transworld Sport	
	12:15	Rugby World Of Rugby	
	12:45	Rugby Bankfin Under 21, Lions vs Natal U/21, El- lis Park – Johannesburg (live) *Bankfin	
	14:50	Rugby Bankfin Currie Cup, Lions vs Natal Sharks, Ellis Park – Johannesburg (live) *Bankfin	
	17:00	Rugby Bankfin Currie Cup, Vodacom Free State Cheetahs vs Western Province, Vodacom Park – Bloemfontein (live) *Bankfin	
	18:55	Supersport Scoreboard *Telkom Business. In- teractive Show	
	19:05	Fear FactorM Connection	
	20:00	[U+F0E8] Liberty Heights 13 Comedy Drama. Ben Foster, Adrien Brody.	
	22:10	Big Brother II – Weekly Highlights	
	22:40	Taps PG Drama. Tim Hutton, Tom Cruise.	
<i>continued on next page</i>			

	00:45	In The Mix 16Action Drama. Pras, Ja Rule, Tamala Jones.
	02:15	First Target PG 13Action. Daryl Hannah, Doug Savant.
	03:50	The Man With Rain In His Shoes 13Romantic Comedy. Douglas Henshall, Lena Headey.
	05:25	Deep In My Heart PG 13Drama. Gloria Reuben, Anne Bancroft.

Table 3.25**QUESTIONS:**

1. Look at the programmes for children
 - 1.1 How long are the programmes for small children on?
 - 1.2 Write down the title of a sci-fi programme?
 - 1.3 Which karate expert has a programme based on him?
 - 1.4 Why are children's programmes shorter than adult's programmes?
2. Look at the programmes after 11:00
 - 2.1 How many programmes on rugby will be aired?
 - 2.2 Explain what an interactive show is?
 - 2.3 Explain what selective viewing is?
 - 2.4 If you were to watch one programme, which one would you choose?
 - 2.5 Write down the different *types* of programmes and their titles.

LO 3.8.2

Table 3.26**DEBATING**

Prepare yourself for a discussion on possible advantages and disadvantages of watching television.

A. Think of reasons, which you are able to justify, in order to convince your parents that a television is necessary. (Write down your ideas.)

B. Discuss the view that television is responsible for many of the problems in our society (write down your main ideas).

LO 5.1.3

Table 3.27

- Debate your views with the rest of the class

LO/AS	ASSESSMENT STANDARDS FOR DEBATING	MAX 4
2.1.3	Shares ideas	
2.1.3	Offers opinions	
2.1.4	Asks challenging questions	
2.1.4	Responds to challenging questions	
2.1.5	Develops factual and reasonable answers	

Table 3.28

**DID YOU KNOW?
YOU CAN ACQUIRE THIS SKILL!**

- Discuss in groups what you need to do in order to listen effectively.
- Use these words to construct complete ideas in one paragraph. Active listener; distracted; ignore; concentrate; passive listener; wandering mind

Example: Thinking about what you're listening to, and linking it to what you know, is known as **ACTIVE LISTENING**.

LO 2.1.5	
----------	--

Table 3.29

NOTE TAKING AND SUMMARISING

What do you know about note-taking and summarising?

Your educator will now show you how to take notes while listening to a story or a report, and how to summarise your notes.

Write down the three main guidelines given by your teacher for each of the two activities.

Now write your own notes on the story or report that the teacher presents to you.

- Using your notes on the previous page and above, summarise the main points below:

LO 3.8.1	
----------	--

Table 3.30

READING AND VIEWING

READ THE FOLLOWING REPORT ON TELEVISION AND CHILD DEVELOPMENT, AND THEN ANSWER THE QUESTIONS IN WRITING:

Regardless of the content of the programmes, television watching affects the development of children.

Recent research shows that television watching has an adverse effect on children's thinking, speaking, imagination, senses, **physique**, feelings and behaviour. It is important for parents to be aware of these effects.

TV zombies?

Television watching puts children into a passive, trance-like state where they become 'TV zombies' – a condition quite different from their natural active, playful state when they are not watching. Some parents of young children observed that:

'My five year old goes into a **trance** when he watches TV.

He just gets locked into what is happening on the screen.

He's totally, absolutely **absorbed** when he is watching and oblivious to anything else.'

'They're cross and irritable after they watched.'

'After watching, they're nervous, bored and disagreeable, only slowly coming back to normal.'

What, then, do children experience while watching television?

The 'plug-in drug' – TV addiction

Television has been called the 'Plug-in Drug' because many people find they cannot stop watching. People joke about being 'hooked on TV.' Watching television allows the viewer to **blow out** the real world and enter into a pleasurable and **passive mental state** where the normal worries and anxieties of life can be forgotten.

How long do children spend watching television?

Two out of every three school children watch TV for 3-5 hours daily, or between 21-35 hours each week, according to a recent survey. A survey completed in the United States shows an average of 30 hours a week for pre-school children. In West Germany, 80% of school children gave TV as their favourite hobby. Further research in America showed that about three million children, from 2 – 11 years, watched television until midnight.

Anti-social behaviour

The content of violent programmes may affect children's behaviour, for they learn by imitation. However, regardless of the contents of the programmes, TV watching may cause anti-social behaviour. Relating to others as objects rather than human beings can contribute to violence. Also, when watching TV, children have the impression that they are taking part in an activity when, in fact they are only passive observers. Children who are heavy viewers are less able to judge the real feelings and problems of others in real life situations.

Has TV any educational value?

Which is better qualified to teach a child, a machine or another human being? Experienced teachers have noted that children who watch a lot of television forget most of what they have seen after a very short time. This could be due to the fact that children are not actively taking part in the process. The American programme 'Sesame Street' was specially designed to help disadvantaged pre-school children to catch up with the knowledge and language skills of the more fortunate children. A 1975 survey suggests that the children who only watched it occasionally made more progress in learning than those who were heavy viewers of the programme.

LO 3.1.1	
----------	--

Table 3.31

COMPREHENSION ACTIVITY

Answer the following questions based on the report written by the TV Action Group.

1. Do only programmes containing violence affect children's development? Explain.
2. Why is television referred to as the "Plug-In Drug"?
3. List two points that you agree with and say why you agree?
4. How do children begin to see other children when they often watch TV programmes containing violence?
5. After reading the last paragraph, how is TV's educational value explained?
6. Decide on a suitable title for this article?

LO 3.7.1	
LO 3.7.2	

Table 3.32

3.4.5 Assessment

LO 2
<i>continued on next page</i>

SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
2.1.1 uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations);
2.1.3 shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (e.g. poster presentations, reports, debates);
2.1.5 develops factual and reasonable arguments to justify opinions;
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.2 views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
3.2.1 interprets and discusses message;
3.2.2 identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer;
3.7 identifies and critically discusses cultural and social values in texts:
3.7.1 interprets the writer's intentional and unintentional hidden messages;
3.7.2 identifies different perspectives within more complex text and gives own perspectives based on evidence within the text;
3.8 understands and uses information texts appropriately:
3.8.1 summarises main and supporting ideas;
3.8.2 selects and records relevant information appropriately;
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
<i>continued on next page</i>

We know this when the learner:
5.1 uses language to think and reason:
5.1.1 distinguishes cause from effect in a variety of cross-curricular contexts;
5.1.3 develops a balanced argument on relevant and challenging issues;
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.2.2 asks follow-up questions to get deeper answers;
5.2.3 discusses the validity of information by comparison with other sources;
5.3 processes information:
5.3.4 draws conclusions and makes recommendations;
5.4 uses language to think creatively:
5.4.1 describes what learner visualises after reading or listening to a text;

Table 3.33

3.4.6 Memorandum

Guidelines for note-taking	Guidelines for writing summaries
1. Listen carefully to the title, as it gives you a clue as to what the text is about.	1. Each paragraph has a main idea based on a key word or key words.
2. Write down key words as you listen, and note how thoughts link as they progress. Try to follow the line of reasoning – look for the “golden thread”.	2. There must be a link between paragraphs, in other words, they must be connected somehow.
3. Take note, especially, of the introduction and the conclusion. The introduction “sets the scene” (introduces the theme) and the conclusion rounds it off.	3. Think of a title; it must encapsulate the theme of the summary. Remember that there must be no superfluous text, only what is relevant and necessary.

Table 3.34

Comprehension activity:

1. No, the programme content is irrelevant. TV watching makes children passive, it turns them into TV addicts, it makes them avoid the realities of life and causes anti-social behaviour.
 2. People (especially children) simply “plug in” (turn on the TV) to escape from real life, and find it so pleasurable that they want to do nothing else.
 4. They see others as objects and are also unable to judge the real feelings of others in real life situations.
 5. It is valuable when it is only occasionally watched, as children need to be actively involved in the learning process.
 6. Own
- Example: The mental and physical effects of TV viewing.

3.5 Interpret the message in an advertisement⁵

3.5.1 ENGLISH HOME LANGUAGE

3.5.2 Grade 6

3.5.3 Module 15

3.5.4 INTERPRETING THE MESSAGE IN AN ADVERTISEMENT

Your teacher will now show you an advertisement.

What product would you say is being advertised?

1. Briefly explain the story in the advertisement.
2. What message is the advert sending?

WRITING A SHAPED POEM

The shape of a poem immediately shows the reader what the poem is all about. Your educator will show you examples of various ones.

Some make use of *alliteration* (e.g. Slippery slimy slugs and snails, toothpaste twirls and twists - the repetition of a letter or sounds), which enhances the overall effect.

You will now be given the opportunity to write your own poem. Your educator will assist you and you can use the following checklist to make sure that you are on the right track.

	CHECKLIST (check continually throughout the writing process that you are on track)	
PLANNING	<ul style="list-style-type: none"> • brainstorming complete 	
FIRST DRAFT	<ul style="list-style-type: none"> • aware of instruction 	
	<ul style="list-style-type: none"> • suitable/required language (creative) 	
	<ul style="list-style-type: none"> • suitable/required purpose (poetry) 	
<i>continued on next page</i>		

⁵This content is available online at <<http://cnx.org/content/m23343/1.1/>>.

EDITING EVIDENT	<ul style="list-style-type: none"> • improvement noted 	
	<ul style="list-style-type: none"> • feedback from a friend 	
FINAL DRAFT	<ul style="list-style-type: none"> • feedback from a friend 	

Table 3.35

LO 4.1.5		LO 4.3	
----------	--	--------	--

Table 3.36**WRITING A RESPONSE TO A TOPIC**

Think about the role television plays in your life.

- Write a few paragraphs explaining how it influences your life.
- Build a paragraph around the topic sentence that you start off with.
- But remember to plan first.

LO 4.4.3	
----------	--

Table 3.37**THINKING AND REASONING**

LO 5.2	
--------	--

Table 3.38**A. QUESTIONING**

As a class, talk about current news or events. Then as a group, choose a piece of the news or an event, and ask questions on or about:

- the accuracy of the report;
- additional information that you would like to know;
- ideas that puzzle you.

Try to think of a reason for the event.

LO 5.2.1		LO 5.2.2		LO 5.2.3	
----------	--	----------	--	----------	--

Table 3.39

- Your educator will now assess how well you have learnt this skill, by giving you all the same idea to work on.

LO 5.2.1	
----------	--

Table 3.40**B. SOLVING A PROBLEM**

Discuss the topics below and offer solutions:

- Most children watch too much television
- People are losing their creativity
- People complain that too much television is not good for them, yet they continue watching. Why?

Summarise the outcome of the discussions:

Most children watch too much television

People are losing their creativity

People complain that too much TV is not good for them, yet they continue watching. Why?

LO 5.1.1		LO 5.3.4	
----------	--	----------	--

Table 3.41**THINKING AND REASONING****3.5.4.1 DESCRIBE PREFERRED RESULTS OR ENDINGS**

Your educator will allow you to watch a TV programme (if there is no TV in your classroom, decide together with your educator on a programme that everybody will watch at home.)

If you could invent your own ending to the TV programme viewed, what would it be?

- Explain in a few sentences.

LO 5.4.2	
----------	--

Table 3.42**LANGUAGE STRUCTURE AND USE****A. PREFIXES:**

Sometimes the first syllable of a word gives a clue to the meaning of the word itself. Such syllables are called prefixes.

For example:

- The prefix _____ means two. A bicycle has two wheels.
- The prefix _____ means three. A tricycle has three wheels.
- Auto means self. An automobile, which moves by itself without having to be pushed or pulled.
- What does tele mean? _____

Use your dictionary for the following exercise.

- Find words to match the meanings below.

Bi _____ = a flower which lives for two years.
 tri _____ = a spear with three prongs.
 tele _____ = instrument which makes distant objects seem near.
 Auto _____ = a person's signature written by that person.
 tri _____ = brothers or sisters who were born at the same time.
 Tele _____ = the wireless transmission of images which can be seen.
 Bi _____ = a sea creature whose shell is in two halves joined by a hinge.
 How good are your dictionary skills?

- Make a list of explanations of other **tele**, **bi**, **tri** and **auto** words that you know, or that you have found in your dictionary.
- ABBREVIATIONS

TV is the **abbreviation** for *television*.

- Write out the following abbreviations in full.

R.S.V.P.

P.S.

M.P.C.

A.A.

R.S.A.

Std.

@

Rev.

I.O.U.

p.m.

a.m.

Mr

S.W.A.

c/o

P.T.O.

C. NOUNS

Most common nouns	adds "s"	cows, dogs, rivers
nouns ending in "s", "ss", "x", "ch" and "sh"	add "es"	boxes, pushes, ditches
nouns ending in a consonant followed by a "y"	change y to "ies"	ponies, spies
nouns ending in "f", "if" and some in "fe"	change f to "ves"	elves, lives
nouns ending in "o"	add "es"	heroes, echoes
BUT nouns ending in "o" which are musical terms	add "s"	solos, pianos

Table 3.43

- Draw a table, showing the different plurals and add more challenging words.

examples: a circle of friends

a flight of steps

a school of porpoises

a swarm of bees

- Complete the following phrases using words from those below.

a litter of _____ a herd of _____
a brood of _____ a pack of _____
a shoal of _____ a school of _____
a troop of _____ a flock of _____
wolves monkeys cows sheep sardines porpoises chickens puppies

- Fill in the missing words in order to complete the sentences.

1. A _____ of steps led to the cabin.
2. A large _____ of starlings flew over the town.
3. Our milk comes from a _____ of Jersey cows.
4. A pack of _____ went hunting in the forest.
5. A _____ of fish swam past our boat.
6. A _____ of people gathered to welcome the Prince.
7. The clothes were kept in an old _____ of drawers.
8. She bought a new _____ of shoes for the wedding.
9. Father gave his old _____ of clothes to a jumble sale.
10. When my aunt was in hospital my uncle took her a lovely _____ of black grapes.

LO 6.2.2	
----------	--

Table 3.44

D. REVISING PUNCTUATION

1. Rewrite the following sentences, punctuating them correctly.
 - 1.1 I don't think much of television said Tom.
 - 1.2 I enjoy the sport programmes replied Jane.
 - 1.3 Peter said I don't think there is enough sport on television.
 - 1.4 Tom said I wish there were more educational programmes earlier in the day.
 - 1.5 Jane said I feel the children's programmes are too violent.

LO 6.2.5	
----------	--

Table 3.45

3.5.5 Assessment

LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
4.1.5 reflects on and evaluates writing and creative work;
4.2 develops and organises ideas through a writing process:
4.2.1 brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc.;
4.2.2 produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience;
4.2.3 revises work, focusing on improving the language, organisation and style, using feedback from classmates and/or teacher;
4.3 presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics);
4.4 applies knowledge of language at various levels: 4.4.3 paragraph level.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 distinguishes cause from effect in a variety of cross-curricular contexts;
5.1.3 develops a balanced argument on relevant and challenging issues;
5.2 uses language to investigate and explore:
5.2.1 asks critical questions that challenge and seek alternative explanations;
5.2.2 asks follow-up questions to get deeper answers;
5.2.3 discusses the validity of information by comparison with other sources;
5.3 processes information:
5.3.4 draws conclusions and makes recommendations;
5.4 uses language to think creatively:
5.4.1 describes what learner visualises after reading or listening to a text;
<i>continued on next page</i>

LO 6
LANGUAGE STRUCTURE AND USE The learner knows and is able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.2 works with sentences:
6.2.2 identifies and uses nouns, pronouns, prepositions, articles, conjunctions, and modals.
6.2.5 uses punctuation correctly.

Table 3.46

3.5.6 Memorandum

- bi
- tri
- far

- biennial
- trident
- telescope
- autograph
- triplets
- television
- bivalve

Solving a problem:

- telethon = a long TV programme broadcast to raise money

for charity.

- bicentenary = a two-hundredth anniversary
- trio = a group of three (usually musicians)
- autobiography = an account of a person's life written by that person

ABBREVIATIONS

- RSVP Répondez, s'il vous plait (Please reply)
- PS Post Scriptum (written at the end of a letter)
- MPC Member of the Provincial Council
- AA Alcoholics Anonymous OR Automobile Association
- RSA Republic of South Africa
- Std Standard
- @ at
- Rev. Revelation (Bible book) or Reverend
- I.O.U. I owe you
- p.m. post meridiem (after noon)
- a.m. ante meridiem (before noon)

- Mr Mister
- SWA South West Africa
- c/o care of
- PTO Please turn over

They are words that name objects / things or more, thus the naming word must be singular or plural.

- a litter of puppies
- a brood of chickens
- a shoal of sardines
- a troop of monkeys
- a herd of cows
- a pack of wolves
- a school of porpoises
- a flock of sheep

1. flight

2. flock
 3. herd
 4. wolves
 5. shoal
 6. crowd
 7. chest
 8. pair
 9. suit
 10. bunch
- D.

1.1 “I don’t think much of television,” said Tom.

1.2 “I enjoy the sport programmes,” replied Jane.

1.3 Peter said, “I don’t think there is enough sport on television.”

1.4 Tom said, “I wish there were more educational programmes earlier in the day.”

- Jane said, “I feel the children’s programmes are too violent.”

Chapter 4

Term 4

4.1 Read for information¹

4.1.1 ENGLISH HOME LANGUAGE

4.1.2 Grade 6

4.1.3 Module 16

4.1.4 READ FOR INFORMATION

EMERGENCY NUMBERS ATTRACT CRANK CALLERS

Read this article taken from *The Weekend Argus* (16 November 2002)

1. Who wrote this article?
2. For what reason did the journalist write this article?
3. What is the message she is conveying?
4. Summarise this article in **one** sentence. Write your sentence on a sheet of newsprint and display on the pin board in your classroom for discussion and feedback.

LO 3.3	
--------	--

Table 4.1

1. Now that you have studied the article properly, see if you can complete the sentences in your own words:



Figure 4.1

We know that some callers do not take the emergency number seriously,
because they _____

¹This content is available online at <<http://cnx.org/content/m29581/1.1/>>.



Figure 4.2

A lonely and elderly Claremont woman had had her telephone confiscated,
because _____



Figure 4.3

- After _____ two school boys from Paarl were charged and fined.
- Even though they have caller I.D., _____



Figure 4.4

- Although _____, the police are able to trace the caller.



Figure 4.5

- It would be quite possible to answer 60 % of the calls within 5 seconds, if



Figure 4.6

The decision to charge callers for the emergency number was not a good idea, as _____

LO 3.2.1	
----------	--

Table 4.2

EMERGENCY NUMBERS ATTRACT CRANK CALLERS

Not

The SA Police Service's 10111 emergency number in Cape Town has become a medium for "shouting, swearing, burping and farting" with those manning the lines frequently having to deal with sexually explicit requests and remarks.

"One in 25 calls is police-related. The rest are nonsense," Inspector Brand, a spokeswoman, reported.

The centre has also become a lonely hearts club for those just wanting a chat. Brand said an elderly Claremont woman had her phone confiscated because she called 50 times a day and more, and always after a few too many gin and tonics. "She would call when she was sloshed. She could hardly talk but she would jam up the lines for real emergencies."

Two Paarl schoolboys were recently charged and fined R30 000 after calling 10111 and making hoax bomb threats against their school.

Last year 3.5 million hoax calls were made to the 10111 emergency number, wasting resources and time.

"The hoax and nuisance calls also have a psychological effect on the police because they get "gatvol" and frustrated. They are under huge pressure to get the relevant information as quickly as possible so the appropriate emergency service can be contacted but this just holds everything up," said Brand.

When Weekend Argus visited the hi-tech R94 million call centre in Pinelands, one caller phoned to ask for a number for a social worker. Another wanted a telephone number for an address in Ravensmead.

The centre has 25 incoming lines manned by 10 to 15 operators a shift.

The calls are transferred to 12 dispatchers who contact the relevant emergency services.

Brand said the centre received between 250 000 to 300 000 calls a month or 7 000 to 12 000 a day.

"We have caller ID, even from the public phone boxes, so we know where the calls are coming from, but often by the time the police get to a call box, the hoax caller has long gone."

In the case of cell phone calls, the number comes up but not the owner's details, although this could be followed up if necessary.

"Our goal is to answer 60% of the calls within five seconds which would be quite possible if it weren't for all the prank calls."

Brand said the hoax callers were not just children.

The calls came from all over the Peninsula and from all ages.

She said at one stage a plan to charge callers for the emergency number had been suggested to cut down on nuisance calls.

"But a decision was taken nationally that it would never work. Everyone must have access to a toll-free number and if people had to hunt for money before they made a call it could cost lives."

About 80% of calls to the Cape Town unicity's 107 emergency number are nuisance calls and only about 1% result in the actual dispatch of an emergency service such as an ambulance, the fire brigade or police.

The centre has 90 incoming lines and handles between 100 000 and 150 000 calls a month.

Manager John Ellis said that at the moment there seemed to be a spate of hoax calls from public phones in Mitchell's Plain and Delft.

He said they were busy with a public education campaign to try to get people to understand the implications. The centre also had 96 panic poles in undeveloped areas where people could communicate with the call centre via radio but many of these had been vandalised.

Ellis said some had been shot at.

"But they have saved lives. We even delivered a baby once, (thanks to a panic pole)."

The 107 centre also handles the SOS poles at the side of the road for the South African National Roads Authority and calls about illegal dumping, land invasions, graffiti and noise pollution.

It is also where the disaster management team operates from.

To dial the Centre from a cell phone, the number is 021 480 7700.

And despite opposition from emergency services experts, the Department of Communications is going ahead with a massive call centre in Strand which will use the number 112.

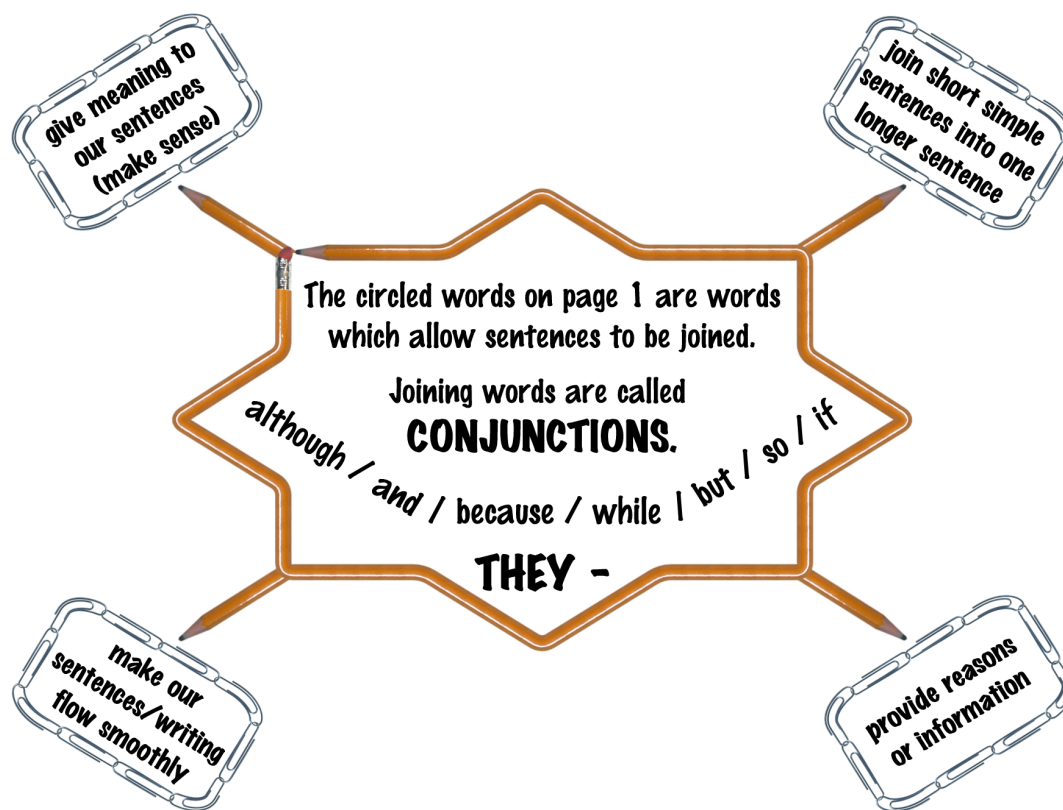


Figure 4.7

2. Find one sentence each in the text which contains the word **but**, **because** and **and**. Highlight the sentences in the text.

3. Join each one of the following sentences, using the conjunction between brackets. Cut out any repetition in the joined sentence.

- (i) The crank caller swore at the operator. The crank caller burped over the line. (and)
- (ii) The telephone system had caller ID. Still the crank callers 'phoned. (but)
- (iii) The centre had 96 panic poles. Many panic poles were out of order and could not function. (although)
- (iv) Our centre has caller ID. We can identify where the calls are coming from. (so)
- (v) They were busy with a publicity campaign. It was important for people to understand the implications of hoax calls. (because)

4. Formulate your own sentences, using the following conjunctions:

So, because, and but, although

OOPS!

(Silent Reading Exercise – Cloze)

Figure 4.8

Oops – the printer's devil has erased some of the words in this piece of text. Read the article carefully and try to replace the missing words with other words that make sense . . .

LO 3.1.2	
----------	--

Table 4.3



Figure 4.9

Film crews who make movies eat nothingbut the best and there's plenty of food left over.

A Cape Town woman could not bear seeing the . _____ ¹⁾ go to waste, so she started a project to feed the city's _____ ⁽²⁾.

Bianca du Plessis's organisation called Feedback collects food from movie sets and takes it to the poorest of the _____ ⁽³⁾.

Du Plessis was on the set of a German movie in Cape Town a year ago when she saw the . _____ ⁽⁴⁾ feasts laid on for the . _____ ⁵⁾.

“But very often there was a lot of beautifully cooked buffet-style food left over. Why should all this go to _____⁽⁶⁾ when there are people going hungry and scratching in _____⁽⁷⁾ for food?”

She suggested to the German film company⁽⁷⁾ that it should give the leftovers to the poor. The _____⁽⁸⁾ offered to help set up an organisation that would _____⁽⁹⁾ the food to various aid organisations.

Du Plessis said in the _____⁽¹⁰⁾ it was difficult to get other organisations to support the Feedback concept but with persistence and sometimes having to take “not now but later” for an answer she pulled it off.

She also got Engen to sponsor petrol.

Du Plessis said Feedback had grown into a collection and delivery service that aimed to redistribute excess food and food donations to communities in need.



Figure 4.10

It provided a two-way service, by taking excess food from establishments that no longer needed it and delivering it to projects helping the poorest of the poor.



Figure 4.11



Figure 4.12



Figure 4.13

“Once we’ve collected a food donation, we deliver it to one or several of our 69 beneficiaries immediately. This way we minimise waste and ensure that the food reaches needy communities as fast as possible.”

Feedback has four vehicles that travel an average of 60 000 km a month delivering food to shelters, havens, crèches and clinics.

She said because of the demand in Cape Town, Feedback had set up an office in Johannesburg three months ago and would welcome any form of support, especially from food suppliers.



Figure 4.14

“As the demand for our services increases so it becomes more costly to maintain the trucks and employ staff.”

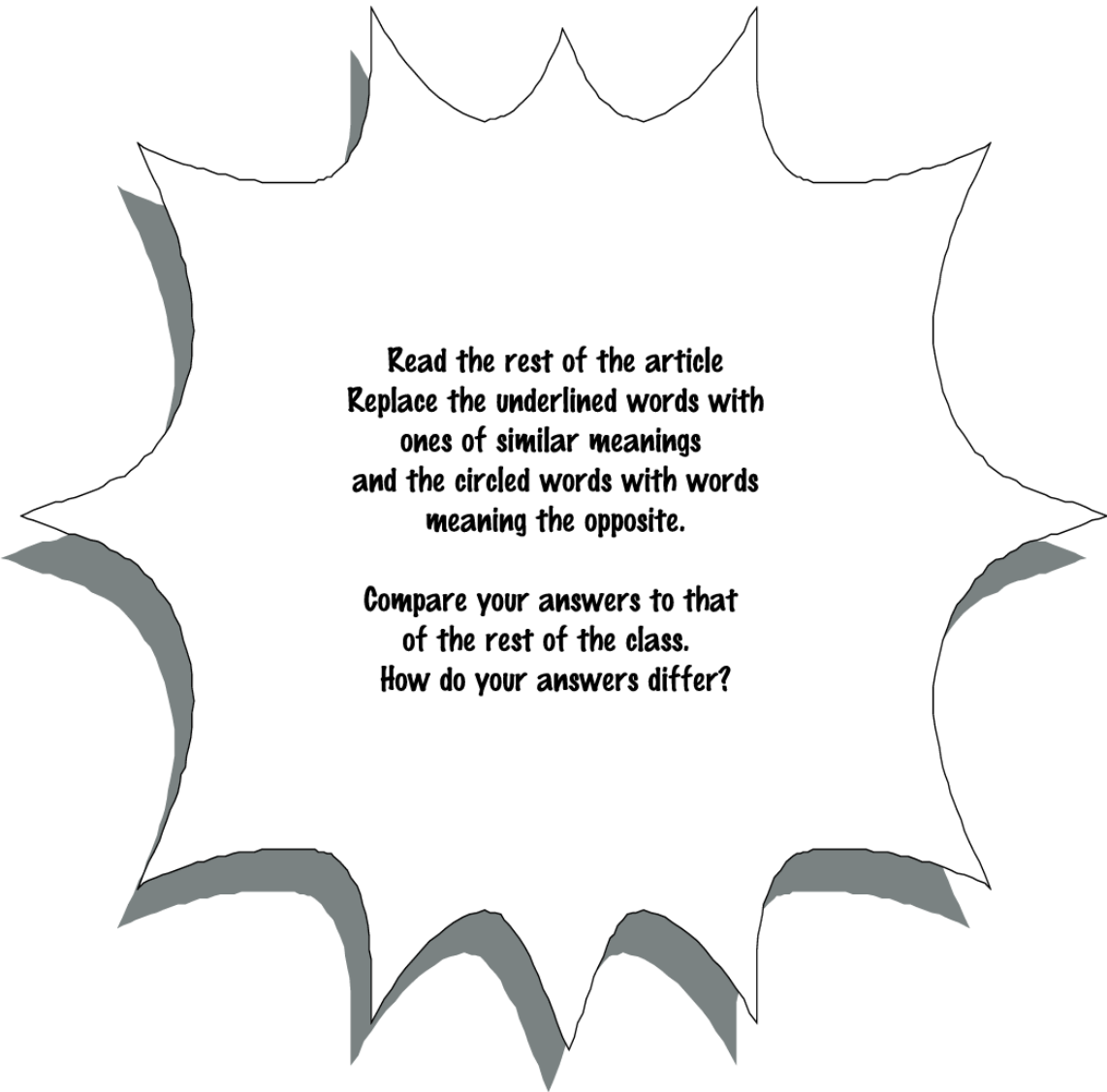


Figure 4.15

LO 6.3.2	
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Table 4.4

4.1.5 Assessment

LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
Assessment Standards(ASs)
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, text books, etc.):
3.1.1 reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
3.1.2 uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.);
3.2 views and discusses various visual and multi-media texts:
3.2.1 interprets and discusses message;
3.3 explains interpretation and overall response to text, giving reasons based on the text or own experience.
LO 6
LANGUAGE STRUCTURE AND USE The learner knows and is able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.3 works with texts:
6.3.2 links sentences in cohesive paragraphs using, for example, connecting words such as ‘however’, synonyms and antonyms.

Table 4.5

4.2 Direct and indirect speech²

4.2.1 ENGLISH HOME LANGUAGE

4.2.2 Grade 6

4.2.3 Module 17

4.2.4 DIRECT AND INDIRECT SPEECH

(The actual words a person says/speaks)

- Study the examples below.

These examples demonstrate two ways of writing direct speech:

²This content is available online at <<http://cnx.org/content/m23344/1.1/>>.

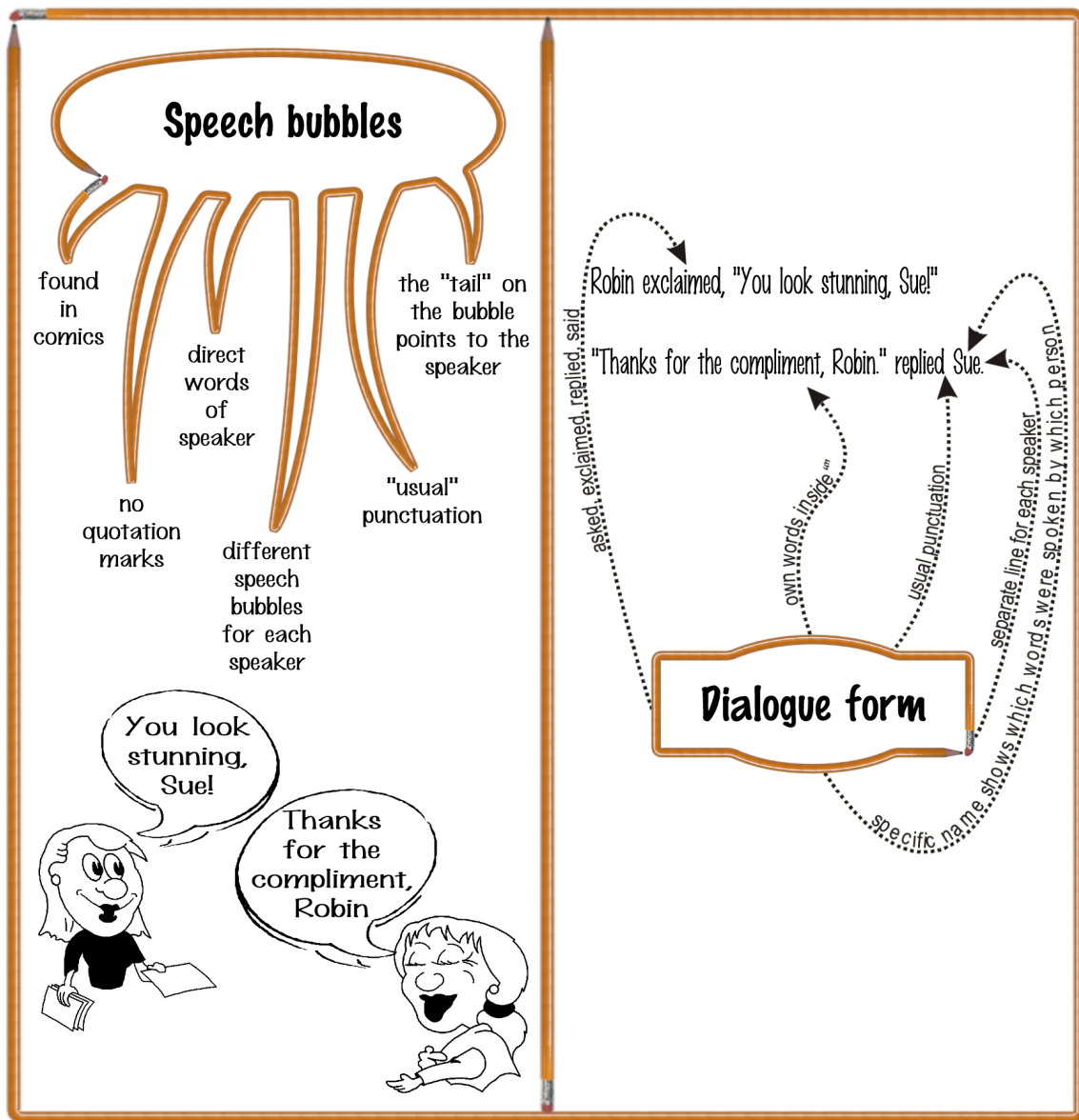


Figure 4.16



Figure 4.17

4.2.5

Many court cases involving young children collapse because the youngsters are unable to testify competently in the intimidating surroundings of a court set-up.

Even with the introduction of closed circuit cameras, which relay testimony from a room adjacent to the court, the thought of testifying to a courtroom filled with official-looking adults in black Batman-like garb is daunting to many minors.

At Cape Town's Tygerberg Hospital, the TygerBear Social Work Unit for Traumatized Children aims to assist children in making the court experience less frightening, whether they're witnesses or victims.

Here young children who have to testify in special courts for sexual offences involving minors and older ones who testify in open court are taught to view their participation in a trial as helpful to the judicial process.

In the colourful space, which is home to the unit, social workers use teddy bears, sketches, puppets and other tools to introduce the legal system to the children.

And through this play therapy children become more and more accustomed to what they at first considered a harrowing experience.

Social worker Judith Booysen said children often felt as if they were the guilty parties when questioned by lawyers.

"It is important for children to know that their evidence is part of the trial and whatever they say will not be the only factor deciding the outcome of the case. They are not responsible for the sentence handed down by the court.

"They're easily frightened by official-looking adults who speak a language (legalese) they don't understand.

"This, together with questions asked by the defence, can break down their testimony and they start answering incorrectly because they're frightened."

Children under 18 in need of such court preparation are referred to the unit by public prosecutors.

"We receive about 50 referrals for court preparation a month. Children are taught that court staff have a job to do and by testifying the children will help them with that job.

"We also empower them to speak up in court and to tell the facts as they know them," Booysen said.

Social workers use sketches and puppetry to familiarise children with the inside of the court and where each official sits and what their roles are.

"This already makes the child feel more comfortable."

She said that because social workers liaised with the police and therefore knew the facts of each child's case, they knew how to deal with each particular child.

"We don't tell them what to say. We rather encourage them to tell the truth.

"Our programme is very successful and it has been proven that a child can't go to court unprepared. It is intimidating enough for an adult to testify," Booysen said.

The unit also runs a group court preparation programme.

The unit's head, Manette de Jager, said: "We desperately need sponsorship to sustain the programme. Some of the children don't have money for transport and we have to acquire new equipment all the time."

1. Read through the text labelled 'Teaching children to speak up in Court' and write down 3 complete sentences in which direct speech, written in inverted commas, is used. Use colour to identify the speaker's actual words.

2. Each example below contains direct speech. Fill in the missing punctuation marks (such as " " ; **capital letters** ; ! ? . ,):

- (i) Lenore states youngsters are unable to testify competently because they are frightened
- (ii) Children often feel guilty when they are intimidated said Judith
- (iii) Something must be done about it she added
- (iv) Judith replied When children are frightened they answer incorrectly.
- (v) We don't tell them what to say she replied.
- (vi) We use pictures and puppets to familiarize the children with court procedure said Judith
- (vii) She stated now children go to court prepared

We desperately need sponsorship in order to be able to continue with this

- What is the function of the speech bubble?
- What is the difference between a speech bubble and words written in inverted commas?
- What punctuation marks do we use in direct speech?

3. What is Judith saying to Lita? Complete the speech bubbles.

4. Rewrite these speech bubbles in direct speech.

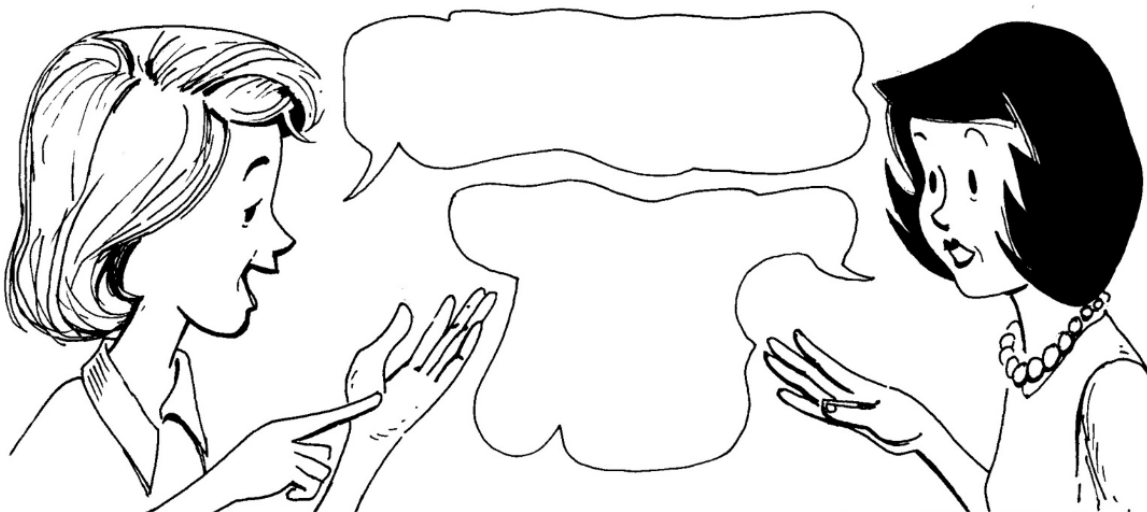


Figure 4.18

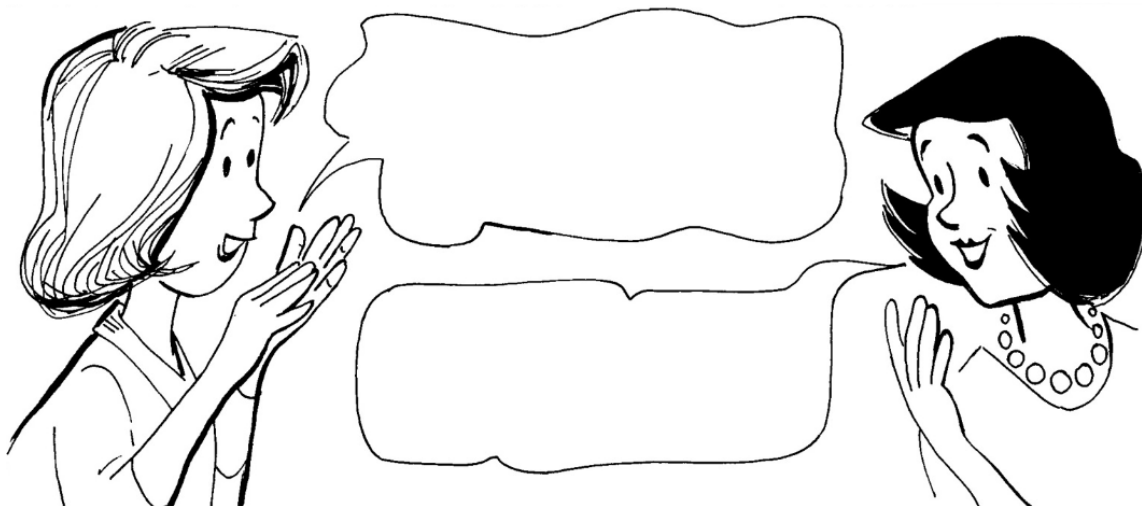


Figure 4.19

LO 4.1.1

Table 4.6

INDIRECT SPEECH

(retelling or reporting what someone else has said)

- Judith Booysen said, “We use puppets and teddies to prepare the children to speak in court.”
- *Judith Booysen* said *that***they** used puppets and teddies to prepare the children to speak in court.

To simplify the process of converting **direct** to **indirect speech**, remember the following rules:

- Put the name first of the person who spoke

- Use action words (following the name), such as said, told, replied, asked, ...

continued on next page

that comes after the action word / or the words whether / if in the case of a question
<ul style="list-style-type: none"> • Sometimes it makes more sense to change the sentence into past tense
<ul style="list-style-type: none"> • Some words change – I – he/she ; me – him/her ; we – they ; us – them ; today – that day ; tomorrow – the next day ; yesterday – the day before ; here – there ; will - would

Table 4.7

5. Change the following from direct to indirect speech by filling in the missing words:

- (i) I feel sorry for all the traumatised children,” said Mom. Mom said that _____ feels sorry for all the traumatised children.
- (ii) “When I see a soft, cuddly teddy bear, I wish I could donate it to the Centre,” said Tootsie. Tootsie _____ when sees a soft, cuddly teddy bear _____ wishes _____ could donate it to the Centre.
- (iii) Monique asked, “How much pocket money did you receive today?” _____ how much pocket money did _____ receive _____.
- (iv) “I wasn’t here to collect it today,” replied Tootsie. Tootsie replied _____ wasn’t _____ to collect it _____.

6. In the task on Direct Speech, you were requested to find and copy down three sentences from the text. Your challenge now is to attempt to change the same sentences into Indirect Speech.

LO 4.4.2	
----------	--

Table 4.8

1. Rewrite the speech bubbles in indirect speech.



Figure 4.20

Work together with a partner in this task:

Who are the characters in the cartoon?	
What happens in your cartoon?	
What makes it funny?	
Do you find it funny?- and your partner?	
Why?	

Table 4.9

LO 3.2.1	
----------	--

Table 4.10

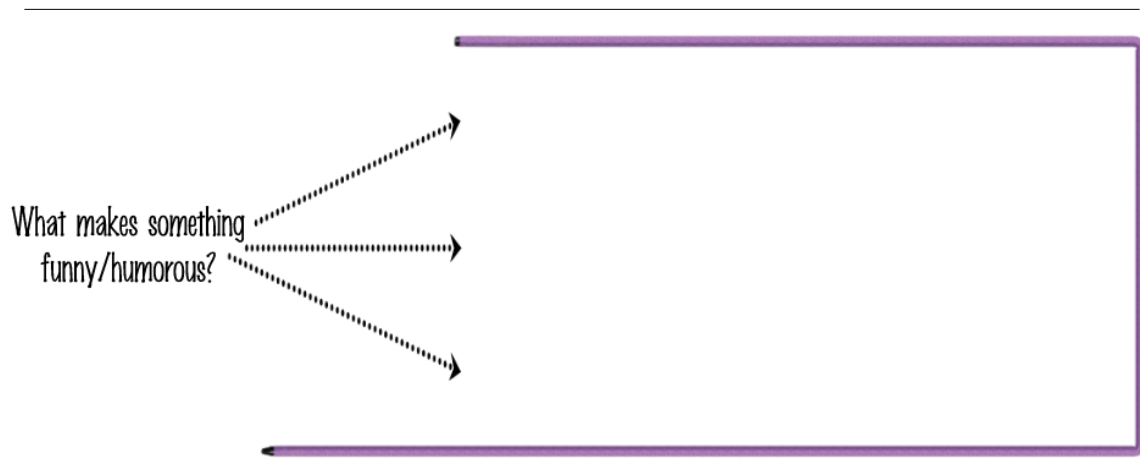


Figure 4.21

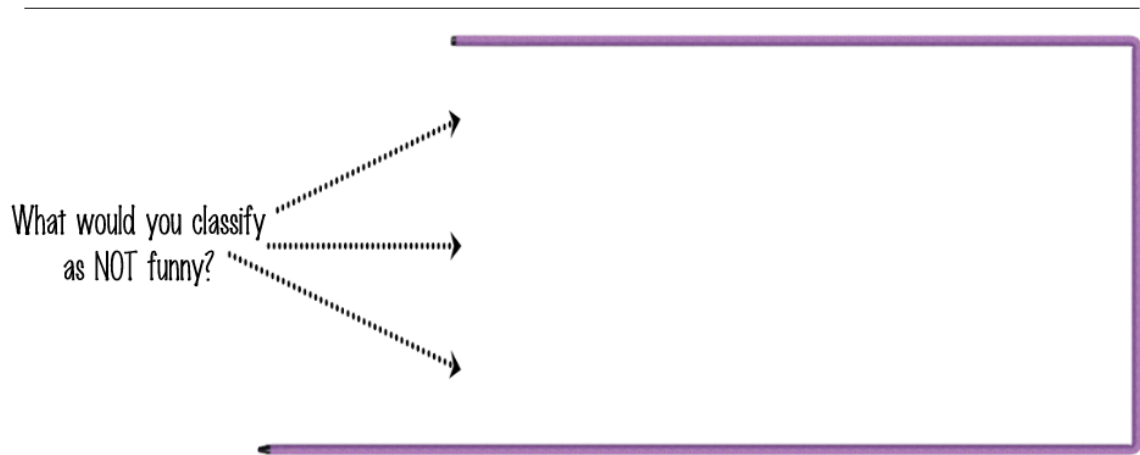


Figure 4.22

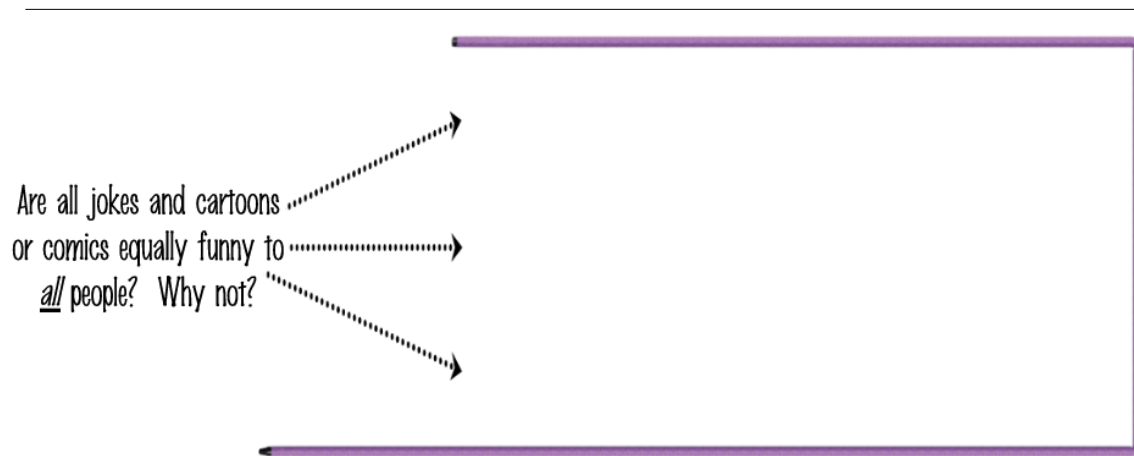


Figure 4.23

LO 3.3	
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Table 4.11

Study the given jokes and cartoons. Rate them from 1 (least funny) to 5 (most humorous). Motivate why . . .

(A)



(B)



"Don't rush me! I'll wash my toes as soon as I take my shoes and socks off!"

(C)

A conductor came across a woman on the train. She was holding her baby and weeping.

"What's the matter", he enquired.

"O," she replied, "everyone is laughing at my baby!"

"Never mind," he soothed her, "you'll feel better once I've brought you a lovely cup of tea!"

Soon he returned with a cup of tea.

"Here, Ma-am," he said, "I've brought your tea and a banana for your monkey!"

Figure 4.24

LO 3.3

Table 4.12

Can you be a comedian? Write down a funny (and clean!) joke.

4.2.5.1 Assessment

LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
Assessment Standards(ASs)
We know this when the learner:
3.1 reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, text books, etc.):
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3.2 views and discusses various visual and multi-media texts:
3.2.1 interprets and discusses message;
3.3 explains interpretation and overall response to text, giving reasons based on the text or own experience.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes;
4.2 develops and organises ideas through a writing process:
4.2.1 brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc.;
4.2.2 produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience;
4.2.3 revises work, focusing on improving the language, organisation and style, using feedback from classmates and/or teacher;
4.2.6 produces a final version incorporating feedback from classmates and/or teacher;
4.2.7 reflects on and critically evaluates the final product on own, and with classmates and teacher.
<i>continued on next page</i>

4.4 applies knowledge of language at different levels:
4.4.2 sentence level.

Table 4.13

4.3 Spelling:prefixes³

4.3.1 ENGLISH HOME LANGUAGE

4.3.2 Grade 6

4.3.3 Module 18

4.3.4 SPELLING: Prefixes

The meaning of a word changes when we put something before or after the root word.

e.g. non + toxic = non-toxic('non' means 'not' or 'no')

Use the following prefixes to modify the given root words.

dis- ; **mis-** ; **im-** ; **in-** ; **sub-** ; **super-** ; **uni-** ; **bi-** ; **tri-**

What can you find out about suffixes? Give examples:

ROOT WORD	New meaning
fit	
patient	
cycle	
market	
fortune	
appear	
way	
cycle	
angle	
obedient	
capable	
structure	
marine	
form	
annual	
colour	

Table 4.14

- Prepare a short **argument**, based on one of the following topics, expressing your idea or opinion – even if it is conflicting with the idea or opinion of someone else.

³This content is available online at <<http://cnx.org/content/m23345/1.1/>>.

- Refer to any text already in your unit. You may read the text/article once more in preparation.
- Convey your belief in a **logical** manner.

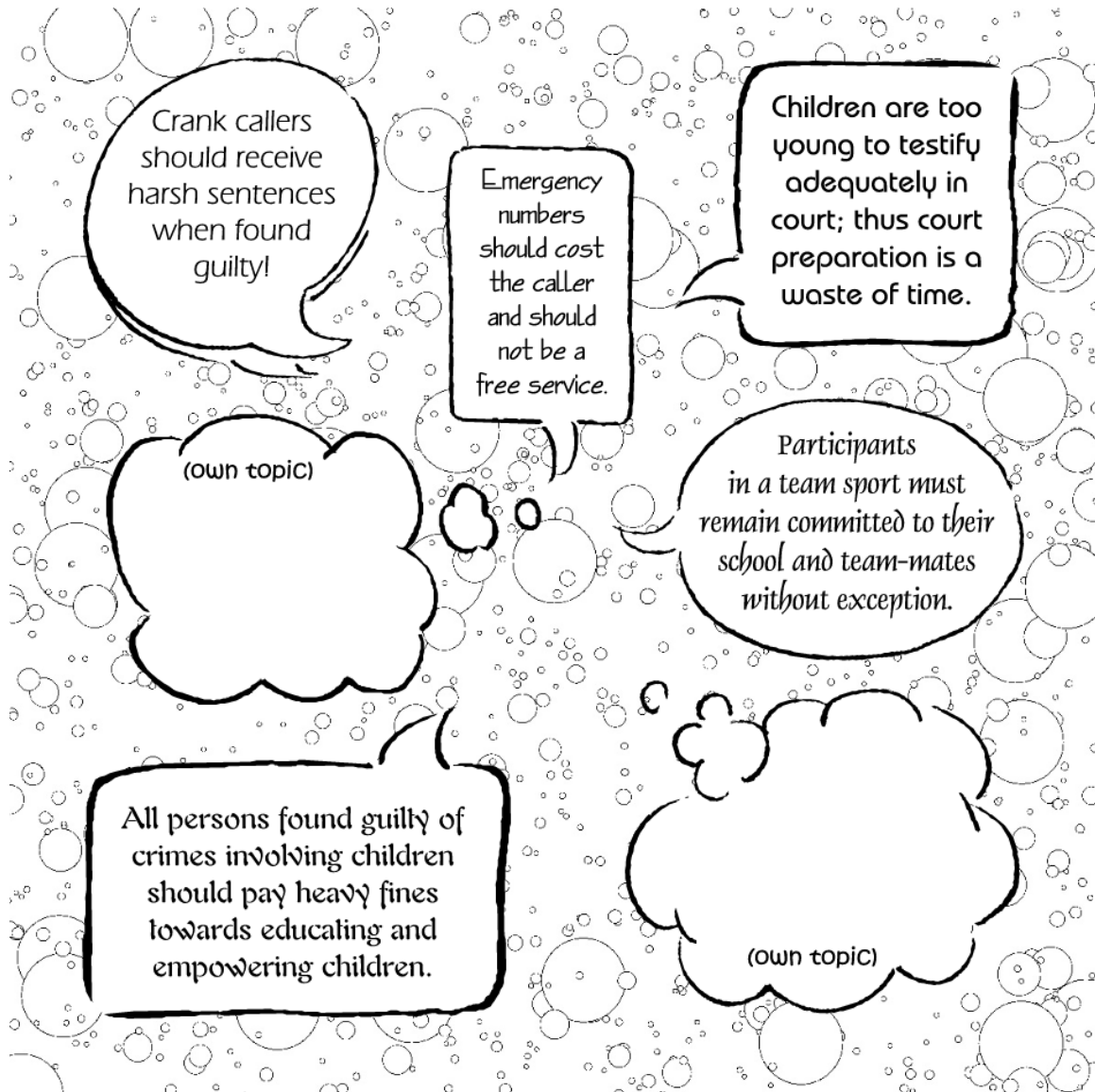


Figure 4.25

LO 2.1.1	LO 2.2.4	LO 2.4.2	
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Table 4.15

ROLE-PLAY . . .

(using various non-verbal communication techniques)

Figure 4.26

- What is meant by **non-verbal communication**?
- Give examples . . .
- How does body language enhance / affect one's words?
- Pay special attention to using **body language** when presenting the following task.

Quickly split into groups of 5.

Adopt one of the characters below. Odd clues have been given to you as to who these people are. Spend only 5 minutes preparing, before beginning your discussion.

The question is:

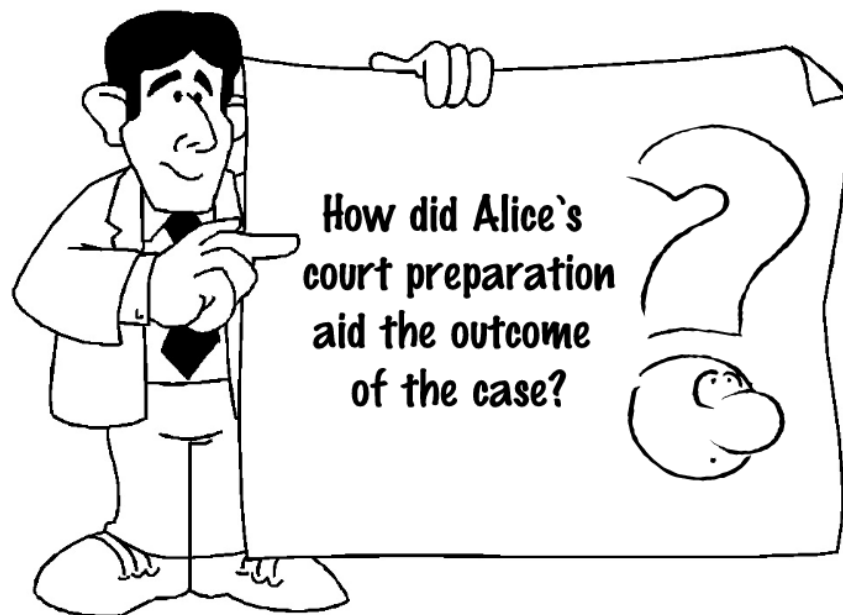


Figure 4.27

- Alice, victim of molestation – 5 years old (has been introduced to courtroom procedure)
- Mrs Good, 29 – Alice’s mom – initially was not in favour of Alice testifying; for various reasons
- Noel Good, 45 – Alice’s uncle, arrested and charged with indecent assault
- Judge D Red, 59 – the unmarried judge in charge of the case
- Judith Booyesen, social worker at the hospital (prepared Alice for the case in court)

LO 2.4.1	
----------	--

Table 4.16



Figure 4.28

This task requires planning!

Your teacher will discuss the following with you:

- the plot of the story
- the characters
- introduction and conclusion
- titles and covers
- binding and layout, and
- illustrations

Remember the following:

- PLAN your story; PLAN the layout
- Write a rough draft, edit and redo if necessary
- Don't rush – this task will take a while
- Work neatly
- Keep it simple
- Bind the pages together

Remember to name the author and illustrator

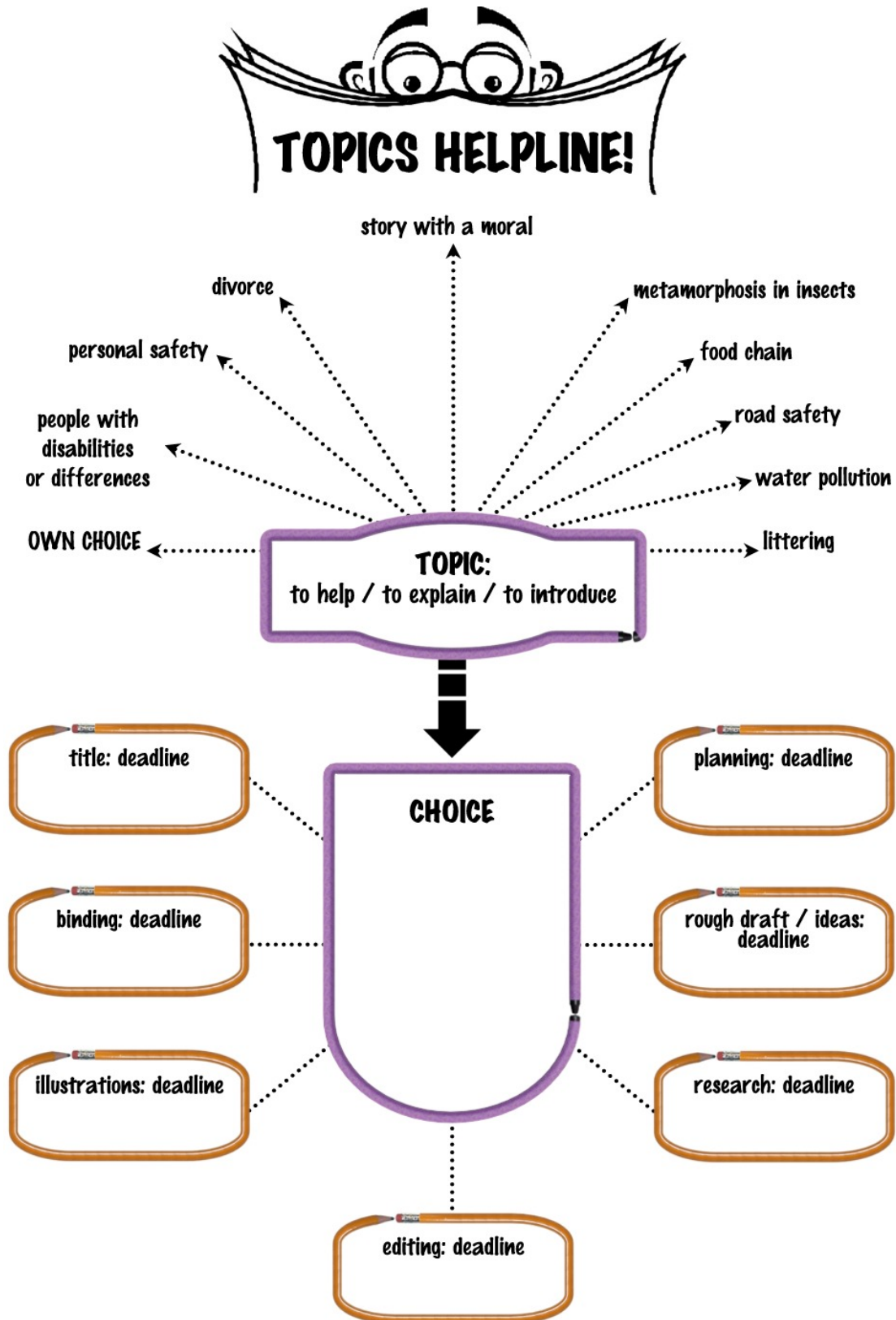


Figure 4.29

1. (a) What/Who are the characters in my story?
- (b) Give another word for:
 - (i) introduction:
 - (ii) conclusion:
- (c) What must you keep in mind when choosing a title for a story?
- (d) List several ways of binding a book. How did you bind your book?
- (e) What do you understand by “layout”?
- (f) Why are illustrations used in children’s books?
2. (a) Did you enjoy this activity in which you wrote and illustrated a children’s story book?
- (b) What did you not enjoy about the task?
- (c) What have you learnt from this exercise?

LO 4.2.1		LO 4.2.2	LO 4.2.3	
LO 4.2.6		LO 4.2.7		

Table 4.17

4.3.5 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
2.1.1 uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations);
2.2 applies interaction skills in group situations:
2.2.4 uses diplomatic language in potential conflict situations;
2.4 uses appropriate language for different purposes and audiences:
2.4.1 uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences;
<i>continued on next page</i>

2.4.2 manipulates language for different purposes such as to persuade, argue, inspire and identify with someone.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes different kinds of texts for different purposes and audiences:
4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes;
4.2 develops and organises ideas through a writing process:
4.2.1 brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc.;
4.2.2 produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience;
4.2.3 revises work, focusing on improving the language, organisation and style, using feedback from classmates and/or teacher;
4.2.6 produces a final version incorporating feedback from classmates and/or teacher;
4.2.7 reflects on and critically evaluates the final product on own, and with classmates and teacher.
4.4 applies knowledge of language at different levels:
4.4.2 sentence level.
LO 6
LANGUAGE STRUCTURE AND USE The learner knows and is able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses prefixes, stems and suffixes/extensions to form words;
6.1.3 records words in a personal dictionary;
6.3 works with texts:
6.3.2 links sentences in cohesive paragraphs using, for example, connecting words such as ‘however’, synonyms and antonyms.

Table 4.18

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